

The

ATA

NICHOLAS HRYNYK

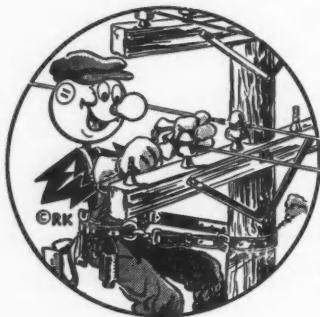
OCTOBER

Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION



1952



Insulators are the traffic cops for
your electric power.

Protect Insulators

Prevent children from shooting insulators, which interrupts power service, and endangers patients in hospital.



ELECTRIC POWER



**CANADIAN UTILITIES
LIMITED**

Going Abroad in 1953?

Book your 'Treasure Tour' with us—

For further information write

**OVERSEAS EDUCATION
LEAGUE OF CANADA**

505 Time Bldg., Winnipeg

R. Fletcher, B.A., LL.D.

Honorary Treasurer

Miss Lilian Watson

Travel Director

Quality and Style
Need Not Be
Expensive at

McARTHUR'S

There are 4 ways to buy at
McArthur's:

- ◆ "Charge Account"
- ◆ "Budget Terms"
- ◆ "Pay Cash"
- ◆ "Lay Away Plan"

No Extra Charge

McARTHUR'S

LADIES' WEAR

10142 - 101 St. Phone 26866



big
A Store in your hands!

EATON'S Fall & Winter Catalogue!

**636 Pages—Your Widest Choice and Best
 All-'round Values.**

T. EATON CO.
WESTERN LIMITED

EATON ORDER OFFICES IN ALBERTA

**Calgary - Camrose - Cardston - Drumheller - Edmonton - Grande Prairie
 Lethbridge - Medicine Hat - Red Deer**

Free! CAN DEMONSTRATION SET

-a key to interesting classes!



Do you know that a Canadian family of 4 uses an average of 800 cans of food per year?*

And do you know that the canning process protects all food values, resulting in consistent, dependable quality plus high vitamin and mineral content?

These are two reasons why you should teach the correct methods of preparation of canned foods. And to help you plan lessons on this subject, the American Can Company is offering you a **FREE Can Demonstration Set**.

The set consists of nine of the most popular can sizes. Each carries a colourful label showing the Canada size, approximate weight and cup measure of its contents, and government quality grades. Listed on each can's back panel are the foods most commonly packed in that size.



Each Can Demonstration Set is compactly nested and boxed for convenient storage, and is accompanied by an informative booklet.

A limited supply only is available, so send the coupon for your Set today. You'll find it a key to new, interesting classes on cannc. oods, a fundamental item in today's meal planning.

*Dominion Bureau of Statistics



**American Can Company,
Home Economics Section, Dept. 11-10-52,
92 King St. E., Hamilton, Ont.**

Please send me 1 can demonstration set and booklet as per your advertisement.

Teacher _____ (please print)

School _____

Address _____

Send for these informative booklets. They're Free! Just check number of copies desired:

- | | |
|------------------------------------|----------------------------------|
| Appetizing Recipes Using | The High School Manual |
| Canada's Canned Foods () | on Commercially |
| Help Make Canada Strong () | Canned Foods () |
| The Canned Food | Tested Recipes Using |
| Handbook () | Canada's Canned Foods () |
| The Story of Coffee () | A Word About Tin Cans () |

VOLUME . . . 33

NUMBER . . . 2

OCTOBER - 1952

The ATA Magazine



EXECUTIVE COUNCIL ALBERTA TEACHERS' ASSOCIATION

Marian Gimby President
9828 - 106 Street, Edmonton

Lars Olson Vice-President
Holden

F. J. C. Seymour Assistant General
Edmonton Secretary

Eric C. Ansley..General Secretary-
Edmonton Treasurer

DISTRICT REPRESENTATIVES

Frank Edwards .. 10651 - 80 Ave.,
Edmonton

W. Roy Eyres..10928 - 110 Street,
Edmonton

Robert A. Kimmitt Coalhurst

W. D. McGrath Dixonville

Edwin McKenzie.....110 - 8 St. SE
Medicine Hat

Nicholas Poohkay Hairy Hill

D. A. Prescott 4601 - 48 Ave.,
Red Deer

K. W. Sparks Sedgewick

THIS MONTH'S COVER
"At the Waterhole" is the title given to the cover picture of the Rocky Mountain Sheep, taken at Banff by Alfred Blyth of Edmonton.

Affiliated with the Canadian Teachers' Federation

PUBLISHED ON THE FIFTEENTH OF EACH MONTH

except July and August

Subscriptions per annum:

Members \$1.50 — Non-members \$2.00
Single Copy, 25c

Authorized as second-class mail.



ERIC C. ANSLEY, Managing Editor

Barnett House, 9929 - 103 St., Edmonton, Alberta

CONTENTS

REGULAR FEATURES

Editorial	4
Official Bulletin	30
Teachers in the News	42
Our Library	46
News from Our Locals	56
Letters	59
Secretary's Diary	63

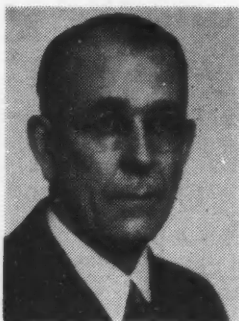
SPECIAL FEATURES

Work Shop Was Right!	6
<i>A. J. H. Powell</i>	
Teachers' Pensions, Laurence Coward	8
You Can Learn to Write	12
<i>Phyllis Weston</i>	
Helping Teachers Become Better Group Members.....	13
Administration in the ATA	15
<i>Lars Olson</i>	
The Public Relations Attitude	18
<i>Willard A. Bergh</i>	
Collective Bargaining, H. J. M. Ross	20
BCTF Workshop, Howard L. Larson	22
Is the ATA Democratically Governed?	24
<i>J. S. Farewell</i>	
Letter to All Teachers in Alberta	26
<i>Eric C. Ansley</i>	
John Dewey	28
<i>H. E. Smith</i>	
<i>Willard E. Givens</i>	

OFFICIAL NOTICES

Your ATA Group Insurance Plan	32
By-law No. 1 of 1948	35
Former Executive Member Dies	36
Retired Teachers	38
Deaths	40
Questionnaire re Name of Magazine.....	44

Editorial



IVAN CASEY



ANDERS AALBORG

ANDERS AALBORG SUCCEEDS IVAN CASEY AS MINISTER OF EDUCATION

Anders O. Aalborg was sworn in as Minister of Education by Hon. John L. Bowlen, Lieutenant-Governor of Alberta on September 5. He is the fifth minister of education in the Social Credit Government and succeeds the Hon. Ivan Casey, who continues in the Cabinet as Minister of Lands and Forests.

Anders O. Aalborg

Hon. Anders Aalborg has been a member of the Assembly for Alexandra since 1948. He was born at McLaughlin, educated at Oxville, Chauvin, and Vermilion schools, and graduated from Edmonton Normal School in 1933. He has been principal of the Alexandra School at Rivercourse since 1942. Mr. Aalborg has always been an active member of the Alberta Teachers' Association, in the Vermilion Local, at Annual General Meetings, and as a member of the Executive Council of the Association, on which he served as district representative for Central Eastern Alberta and as vice-president.

Mr. Aalborg brings to the Cabinet an intimate knowledge of school and teacher problems. The Alberta Teachers' Association wishes Mr. Aalborg every success as head of the Department of Education and assures him of its support and cooperation.

Hon. Ivan Casey

The Alberta Teachers' Association thanks Ivan Casey for his services to education as Minister since 1948. The last few years

have been unusually trying in education, due mainly, to the continuing shortage of teachers, the numerous salary disputes, the increasing unfunded liability of the pension fund, and the uncertain status of school boards. These problems have presented difficulties, especially at the administrative and policy-forming levels of the government.

As Minister, Mr. Casey has found it necessary to deal with every one of these problems. Although the Alberta Teachers' Association has not always approved of the departmental or government policy and decisions, with respect to each, as outlined by the Minister and his senior officials, the Alberta Teachers' Association has always appreciated the courteous and direct approach used by Mr. Casey and his officials in dealing with such contentious matters.

The Alberta Teachers' Association considers itself fortunate in having Mr. Casey continue as a member of the Cabinet, where his knowledge of schools and teachers, and his interest in their welfare, will be of great value to education and to the Cabinet.

The Alberta Teachers' Association wishes Mr. Casey every success in his new position.

Today's Problems in Education

There are some problems facing the new Minister that should be dealt with without delay. The pension fund should be placed on a sound financial basis this year. The curriculum branch of the Department of Education has been criticized for having made changes in curricula without the teachers having been consulted and without them having been informed of some of the proposed changes. Some of the changes have also been criticized, and with reason, by lay groups.

Curriculum making is of vital importance and the questions of teacher participation, departmental control, and local responsibility should be thoroughly investigated.

School grant regulations should be reviewed.

The shortage of teachers is still the number one problem in some parts of Alberta. It can be solved over a period of years but not by the usual expedencies, such as short courses in teacher training, low entrance requirements, and bursaries, which have all been tried. The status of school boards and municipal councils is a lively issue. The power of school boards to transfer teachers at their own discretion is being abused in some cases and should be reviewed.

The Alberta Teachers' Association has one very special request, that the Association be consulted on all matters relating to schools and teachers, in order that the experiences of the teachers and the official views of the Association may be made available to the Minister and his advisors and colleagues.



The consultants at the ATA Workshop are shown above. Left to right, standing, Leonard Savitch, Howard M. Brier, Willard A. Bergh, H. J. M. Ross; seated Lars Olson, Eric C. Ansley, Laurence Coward. Joe Powell visited the consultants and their groups to get information for his article.

Work Shop Was Right!

A. J. H. POWELL

Edmonton Junior High School Representative
Banff Workshop

WAS this Workshop a camouflaged gathering of playboys among the tall timbers, or did work have something to do with it? I spent this morning visiting the six groups which comprise the 1952 ATA Workshop at the Banff School of Fine Arts (August 17 to 24), and submit the following evidence.

Group Dynamics (Leonard Savitch)

Discussion was in progress about ATA meetings—how to improve attendance, secure good participation, deal with the over- and under-participant, get members to accept office. Your reporter became a guineapig when Mr. Savitch drew attention to a new face in the group. No constitutional provision for chucking him out—what should a good group

do? Have him identified; if his presence is in order, make him feel at home. They did and I did.

The basic philosophy of group dynamics is that you don't hatch a scheme in a corner and rig a majority to push it through. That leads to factions. Instead you talk over a problem or project patiently until differences are resolved and a statement down on paper which expresses the common mind of the group. Mr. Savitch's group was getting practice in this useful art.

Pensions Group (Laurence Coward)

"Alberta teachers' salaries went up 66 percent between 1944 and 1949. This means in effect that all liabilities of the Pension Fund go up 66 percent. When a strong inflation-

ary trend sets in, two things can happen. You can freeze the benefits at a level which soon becomes inadequate; or you can use a pension formula which raises benefits as salaries are raised, and in that case you will have to cope with an unfunded liability. How? And what happens when a deflationary trend sets in? Twenty-four teachers were engrossed in such problems as these, and Mr. Coward was letting a great deal of light into the dark recesses of actuarial theory.

Writing Group (Howard M. Brier)

When you make available an amount of prepared nourishment of maximal vitamin and other values to each recipient, that is Gobbledygook. When you give every child a good square meal, that is English. One-syllable words (despite some unfavorable press notices) are still found in polite usage, and the closer an educational writer cleaves to them, the better chance he will have of being read with interest. Fifteen closely-listening teachers were avidly getting the point; as they have got many good points from Mr. Brier, who is a successful writer with ten novels to his credit. How to get interest and hold it is his main theme, and he is very generously giving away the tricks of the trade.

Administration Within the ATA (Lars Olson)

The Provincial ATA office rebated in 1951 to its Locals about 18 percent of all membership fees, to provide funds for important work at the community level. Everyone in the group was interested in knowing whether this handout should be further distributed to the sub-locals for coffee and other social delights, or retained by the local for the more weighty expenses of negotiating committees, publicity drives and the like. What, if any, would be a fair division of the

rebated dollars between the claimants? Should there be a uniform policy on honorarium to secretary? Mr. Olson was keeping a lively and at times centrifugal debate under good control.

Collective Bargaining (McKim Ross)

Mount Rundle is quite impressive against a foreground of McKim Ross; and "Kim" himself is not bad against a foreground of eager-to-learn negotiators. With him were H. E. Bendickson and K. A. Pugh of the Alberta Board of Industrial Relations. All these men are steeped in the arts and tactics of negotiation, and they talked down-to-earth about what to do, what not to do, at the tense hour when teacher-spokesmen meet trustees across the table about more salary-dollars.

Educational Publicity and Public Relations (Willard Bergh)

Our morning was far gone when I reached this group, but one fine aphorism got into the record. "*Good public relations consist of ninety percent in doing a good (teaching) job, and ten percent in seeing you get credit for it.*" Could anything be more lucid! Another important thought—we are going to have some sort of public relations, good, indifferent or bad; they are inescapable. That extra ten percent effort of "seeing you get credit for it" is surely sound investment. At the end of the morning discussion was lively on that point—just how to make the investment.

All in all it was a good round of visits. There is nothing prefatory or slack about it, in fact everyone is doing a reciprocal job of learning and teaching things which are vital to the profession. As LaZerte remarked yesterday: "I'm retired now, but I can still sit in here and learn and relearn the things that keep an educator from getting abnormal."

Twenty-four teachers attended the Pensions Course, being offered for the first time this year at the ATA Workshop at Banff.

Teachers' Pensions

LAURENCE COWARD

Chief Actuary, William M. Mercer Limited and Consultant,
Banff Workshop

Teachers Are Different

IN considering Pension Plans there are two main points which distinguish teachers from most other types of employees. Although engaged by school boards, they may be considered as Government employees and the conditions of teaching service are largely controlled by Government policy. Also the Teachers' Retirement Fund is established under an Act of Parliament and the Government makes large contributions thereto. Thus in the first place a teachers' pension plan largely depends on what the Government is willing to do. Secondly, teachers' salaries are relatively stable but lower than those paid in many industries; hence there are very few teachers who can save enough to provide properly for their old age. Since teachers and their families are very dependent on their pensions and death benefits, the Retirement Fund should as far as possible give generous benefits and protection against changing conditions.

Pension Plans are complicated and actuarial science is surrounded by an aura of mystery to most laymen. Yet it is important that some basic principles should be well understood, particularly at a time when important changes must be made in the Teachers' Retirement Plan. The object of the Banff Workshop on pensions was

to provide a sound background of information against which the Alberta teachers' own plan could be studied in detail. This was done and the proposals of the ATA Executive for placing the Pension Fund on a financially sound basis were fully discussed, together with a number of suggested improvements in the Plan and in its administration.

Final Earnings Plans

In seven provinces of Canada teachers' pensions are based on the final average earnings principle. In other words the pension is a percentage, depending on the years of pensionable service, of the average salary during the last few years of teaching service. In Alberta, for example, the pension is 1½ percent of the years of pensionable service times the average salary during the highest five year period for men, and the actuarial equivalent thereof for women; the maximum years of service to count for pension being 35. Such a Plan is on what is called the Final Earnings basis.

Service Plus Annuity Plans

In three Provinces, British Columbia, Saskatchewan, and Manitoba, the pension is calculated on a totally different principle, the Plan being of the Service plus Annuity type. In



Teachers and consultants, Laurence Coward and Alan Pierce, in the special course on pensions, studied the basic principles of pension plans and considered steps to be taken to place the Teachers' Retirement Fund on a financially sound basis.

these Plans, the Service Pension provided by the Government is a flat amount for each year of pensionable service, regardless of salary, (for example, \$30.00 for each year of service in Saskatchewan). The Annuity is the amount provided by the teachers' own contributions accumulated with compound interest to the date of retirement. The amount of the Annuity, of course, will vary with the rate of contribution, the teacher's salary, the number of years of contributory service, and the basis on which the accumulated contributions are converted into pension at the time of retirement.

Mention should also be made of the Average Earnings type of Plan. The pension is a percentage, depending on the years of service, of the average earnings throughout the employee's career. To put it another way, the pension is exactly proportional to the total contributions made by the employee, plus any past service pension that may be awarded for service before the Plan came into force. This is the most common type of pension plan in Canada today and the vast majority of plans underwrit-

ten by Insurance Companies under Group Annuity Contracts fall into this category. However, no teachers' plans in Canada are on an Average Earnings basis.

Other types of arrangement are, of course, possible, including pure Money Purchase Plans, Union type flat benefit Plans, and Profit-Sharing Plans.

Teachers' pensions, as we have mentioned, are based either on the Final Earnings or on the Service plus Annuity principle. It is interesting to note that after full and lively discussions the Workshop unanimously passed a resolution confirming its approval of the basis of the present pension plan in Alberta.

Inflation

The fundamental difference between the two types of plans is best illustrated by considering the rapid inflation which occurred during and after the War, and which is still continuing with rather diminished force. A Service plus Annuity plan cannot be thrown into deficiency through increases in teachers' salaries. The pension provided by the Government

is quite independent of the different earnings of different teachers and of salary increases for any individual. The teachers' contributions are a definite percentage of their earnings and this part of the pension is ~~what~~ ever the contributions with interest will buy according to the actuarial tables in force at retirement date. A Service plus Annuity Plan can only become insolvent if teachers live longer than expected, or if the rate of interest falls, or if there are other unfavourable factors such as an undue number of disability retirements. These are all matters which can usually be estimated with a fair degree of accuracy. On the other hand the pensions provided by the Fund in a period of inflation may become totally inadequate in relation to the earnings of the teachers before retirement. This disadvantage has evidently been recognized in the provinces with Service plus Annuity Plans, since the Service Pension provided by the Government has in each case been increased. Thus, while no insolvency occurred in the Funds it was necessary to increase the service pension to provide retiring teachers with reasonable pensions, and this has meant that the Government, in fact, took on largely increased liabilities.

In a Final Earnings Plan, inflation may greatly increase the liabilities of the Fund. On the other hand, even if salaries rise the pension will be the same percentage of the final five-year average earnings. Thus, the teacher is largely protected against the effect of inflation. However, those responsible for the Fund will be faced with a severe problem of dealing with the extra liability. This is precisely the position that faces the Alberta Teachers' Retirement Fund today.

The average salaries have increased by about 66 percent between 1944

and the end of 1949 and there have been further salary increases since then. Thus the liabilities for past service have increased by more than 66 percent but the actual value of the pension fund which has been built up to provide these past service pensions has remained unchanged, except insofar as it has received contributions from the teachers and the employers year by year.

The Deficiency in the Teachers' Retirement Fund

Let us look at the present position of your own Fund. The present value of pensions already awarded to teachers who have retired and of benefits promised to present teachers is now roughly \$14,000,000 more than the value of the assets, the assets being the funds in hand and the present value of future contributions. Thus, the Fund is \$14,000,000 in deficiency. In order that the Fund should be fully able to meet its obligations there should be another \$14,000,000 in hand, invested in securities earning an average rate of interest of not less than 3 percent per annum. Since this money is not in the Fund, the Fund is losing interest each year of about 3 percent on \$14,000,000 or \$420,000 per annum. Thus, the deficiency is increasing by about this amount each year, quite apart from any extra burden thrown on it by further salary increases.

It is not possible to ignore a liability of this magnitude. If action is not taken in the near future the situation will get worse and ultimately a substantial cut will be necessary in the pensions of all Alberta teachers. Unlike the position in some provinces, the Government of Alberta does not guarantee the solvency of the Pension Fund. Hence, it is in the interests of every teacher that steps should be taken to improve the financial position of the Fund as other-

wise, all the pensions will be in jeopardy.

What Must Be Done

Careful study has been made of the steps which should be taken to remedy the difficult situation which has arisen through circumstances outside your control. Inflation has always hit the pensioner and the employee or rentier with a fixed income and it is not due to the fault or negligence of anyone connected with the teaching body that this deficiency has arisen. The basic cause of the trouble is the inflation arising out of the War. The extra burden thrown on your Fund must be regarded as part of the price of victory and freedom. There is no need to fear that any teacher will lose his or her pension provided that proper steps are taken. However, time is against you and the problem is urgent.

The steps necessary to set the Fund on the road to solvency, which were fully endorsed by the Workshop group, are as follows:

1. The teachers' contributions should be increased from 4 percent to 5 percent effective September 1, 1952.

2. Strong representation should be made to the Provincial Government to increase the total contribution to the Fund of the Government and School Boards from 4 percent to 5 percent, thus maintaining the principle of equal contributions from employee and employer.

3. Steps should be taken to permit the investment of the Teachers' Retirement Fund in securities allowed under *The Canadian and British Insurance Companies Act 1932, as amended*. This would allow the Funds to be invested in the same securities that are permitted to Canadian Insurance Companies. It would make it easier to increase the interest earnings of the Fund and to invest in

sound securities which would provide a partial hedge against inflation.

4. The teachers should not be prevented from teaching after age 65, if they so desire, and if they are suitable to the employing school board. If necessary, *The School Act* should be amended to permit this change.

It should be made clear that the above steps will not immediately provide another \$14,000,000 to the Fund. They will, however, prevent the position from becoming worse each year and enable the present levels of pension to be maintained. It is expected that profits will arise in the operations of the Plan in favourable years and that these will enable the capital liability to be gradually reduced. It is not possible for the Fund to be made fully solvent in any short period of time but the above proposals are the minimum necessary to stabilize the present position and to protect the present rights of teachers under the Plan.

Other Recommendations

The Workshop also endorsed certain further steps which might be taken if found necessary for the welfare of the Fund or if insisted on by the Government as a condition for their increased contributions. These are:

1. That a change from a five to a ten year earnings basis be made in the calculation of pensions. Such a change would be introduced gradually over a period of five years.

2. That the 35-year limit on contributions be increased or eliminated.

3. That the normal pension be for life only (with refund of the balance of contributions, if any) and not guaranteed for five years as at present. A wide choice of optional types of pension would continue to be available as at present.

(Continued on Page 48)



Consultant Howard M. Brier shows the teachers in the Writing Course at the ATA Workshop how to set up a story by the use of a number of incidents, breakers to avoid monotony, and the clincher to tie the end of the story to its beginning.

You Can Learn to Write

PHYLLIS WESTON

Calgary City Representative, Banff Workshop

THE photographer's flash bulb sputtered as fourteen people bent laboriously over nearly blank sheets of paper. At the head of the table, as consultant, sat Howard M. Brier of the University of Washington's School of Journalism. This was the Writing Course of the ATA Workshop held at the Banff School of Fine Arts in August, 1952.

These fourteen teachers had more than their profession in common. For no matter what purpose, in each one burned the desire to burst into print. The concentrated course on the writing of articles, presented to them during the week by Mr. Brier, not only fanned the flame but fed it with the good fuel of practical advice.

"Writing is hard work," Mr. Brier stated. He went on to say that

like any other work writing is made possible through the use of techniques and planning. That a writer must always keep the reader in mind is a fundamental principle. The first thing to do then is to write about a topic which will interest the audience you are trying to reach. With Mr. Brier's help the group compiled a list of some fifty subjects having popular appeal.

Having chosen a subject, you need a forceful beginning so that the reader's attention is caught immediately. Even then the writer must not take the reader for granted. An article consists of a number of incidents, each of which must be chosen and written to maintain interest. To avoid monotony, a "break-

(Continued on Page 50)

Helping Individuals Become Better Group Members

LEONARD SAVITCH

Consultant, Banff Workshop and Assistant, Advising and Counselling, Seattle Public Schools

A major concern of many delegates attending the "group planning sessions" at the Banff ATA Workshop last summer was the problem of how, they, with leadership responsibilities, could help their local and sub-local units function more effectively. Delegates discussed many facets of this question. One conclusion was that leaders need to make special effort to provide a high degree of membership security for each individual in order that each may make his maximum contribution and the group may work together most efficiently.

Feeling comfortable and secure in a group will always be in part a personal factor varying with individuals and their previous experiences in such situations. However, group attitudes and group standards do influence all members. They may contribute to or hinder each person in how freely he expresses himself, contributes ideas, or raises questions which stimulate the group to examine carefully the pro's and con's of issues and to weigh its conclusions. The question then is what can leaders do to help groups build standards of working together so that each

The question of how the leader can provide membership security for each individual in his group was discussed in Group Dynamics. Leonard Savitch, consultant of this group, is shown third from the left in the picture below.



person will feel safe enough and sufficiently stimulated to make his maximum contribution.

If a leader is to help group members gain more confidence he must first be able to recognize some of the evidences of membership insecurity. Actual behavior will, of course, vary from person to person. The common elements will, however, center about an inability to define the group's task and clarify procedures required for working at the task.

There may be members who continue to talk at length about problems which they face in another situation, rather than focusing on the task of the group in which they are currently participating. It is almost as if they were taking refuge in a familiar setting instead of facing the unknown dangers of the new and uncertain immediate task.

Another way in which members demonstrate insecurity is to impute to the leader a sort of magic power by which he can guide them to their goals or protect them from failure in achievement. This may be expressed in various ways. One was illustrated when a group observer in the workshop reported, "We seem to be saying that if he (the leader) would only tell us what to do, we would have no problem."

Members may also withdraw completely from participation. A member who does this often occupies himself with other activities during the course of a meeting such as doodling, staring vacantly at the ceiling, knitting, etc.

Insecurity may take other forms than withdrawal. For example, a member may persistently need to resist openly other members or the ideas which have been proposed. An expression such as "I don't think that this idea is worth consideration" is an example of this kind of behavior.

Occasionally two members of a

group may join forces to introduce a proposal for group action. The insecure, dependent member may quickly second a proposal and instead of offering an idea of his own comes in with such a statement as "I thoroughly agree with Jim's proposal."

These are but a sampling of the evidences of member and group insecurity. Wherever and in whatever form they are found they present a challenge to leadership skill.

Security for members of a group begins with orientation to and clarification of the job to be done. Through such definition a vague or loose group of needs, desires and objectives become specific and provide each member with a frame of reference to which he may speak and against which he may test his own ideas and wishes. In the process of defining the task the leader should play an important role in drawing out opinions and clarifying points as well as helping the group test its definitions with questions such as "Does this really cover the job we need to do?" "Is this a project our group can and wishes to do something about?" "Are we really interested in this problem as we have stated it?"

Clarifying the task makes it easier for members to relate their own interests to the group's project and to find a role in which each may contribute. It has been pointed out that a member may delight in talking about another situation, which occurs frequently when the task is not clear. At such a point it may be appropriate for the leader to assume responsibility for devising ways by which the contributions of such a member can be brought to bear on the task at hand. It should, of course, be done in such a way that his contribution is utilized by extracting from it those ideas which have pertinency to the

(Continued on Page 54)

Administration in the ATA

LARS OLSON

Vice-President, Alberta Teachers' Association and Consultant,
Banff Workshop

FULL use is not yet being made of the administrative machinery set up by the Alberta Teachers' Association. The ATA has a framework of by-laws designed to enable full use of democratic processes by all teachers. Perhaps the greatest difficulty still is attendance at sub-local and local meetings. Full use of our machinery can only be achieved when each teacher assumes responsibility for the smooth operation of phases of our organization.

Lack of transportation facilities as well as geographic distances no doubt make the attendance at meetings difficult but it is felt that apathy and lack of interest are still contending factors. If we as teachers are to be thoroughly aware of what is

going on in education we must make every effort to get together for the following purposes:

(a) to discuss present educational trends,

(b) to become acquainted with new ideas in curricula,

(c) to provide inspiration to one another for promoting still better work in the classroom, and

(d) to take an active part in promoting the welfare of our organization. If a large number of teachers are well informed we have every reason to expect that difficulties may be overcome.

This year, as in the previous two, four groups met for two half-day periods to discuss Association affairs. The groups were a little smaller than

The recommendation that "locals spend more time at next year's meetings on professional problems" was made by teachers taking the ATA Administration course, directed by Lars Olson. Lars Olson is shown in centre of picture.



in previous years and this made possible, I believe, freer discussion at all times. A general agenda covering all phases of Association organization was placed before them. From this outline they were asked to select for discussion whatever they considered the most pertinent to them. Consequently, no two groups followed the same pattern or covered the same material. All groups contributed enthusiastically to the discussion and made full use of the time allotted, in fact, one group asked that the periods be allowed to continue for an extra hour in order to provide more time.

Some suggested policy changes were discussed but no uniform recommendation was agreed upon. For example, one group recommended that a large body of teachers, say fifty, should have the constitutional right to form a local except where such action would be detrimental to the Alberta Teachers' Association as a whole. Another group supported unanimously the policy of the Alberta Teachers' Association in that only one charter be granted to one local body employed by the same board.

After discussing the merits of a paid, elected president, one group decided that the present set-up best meets the needs of our profession. They did recommend, however, that press releases relating to Alberta Teachers' Association policy should be channelled through the president. Another group suggested that, rather than having a full-time paid president, it might be more desirable to have an expert public relations officer. Two of the groups disagreed entirely with any of the suggested changes discussed above.

It was agreed by all that our sublocals and locals should attempt to bring more professional material into our meetings. With this in mind, the

following recommendation was made:

It was agreed that the major distinguishing feature of any professional organization is its command of a body of knowledge and skills not possessed by persons outside the profession. It was recommended that locals throughout the province study this problem during next year's meetings and that programs of locals use more time than at present for professional problems.

Local Organization

(a) The strength of the Alberta Teachers' Association lies in the strength of the local. It was suggested that the social part of the program should not be overlooked.

(b) It was agreed that the geographical district meetings are filling a definite need.

(c) It was suggested that, in appointing councillors, continuity of policy and the training of young teachers should be considered.

(d) It was considered good practice for locals to pay their secretaries.

(e) It was suggested that the secretary's position in the local be kept filled as continuously as possible by one person, perhaps, in larger locals making it a paid non-executive job.

(f) It was recommended that councillors should be informed that their duties include full-time liaison activity between the Central Executive and the local; and that they should probably serve two-year terms, one person being elected each year.

(g) It was recommended that the salary policy committee be separate from the executive of the local in order to keep the latter from becoming too cumbersome.

The ATA Magazine

(a) Activities rather than names should be stressed.

(b) The Magazine should be discussed and the importance of reading the Magazine emphasized during conventions.

(c) It was recommended that *The ATA Magazine* articles be paid for at some suitable rate, and that an effort be made by the Executive through local secretaries to encourage the submission of articles of every kind including both informative and critical material.

Strike Action

(a) It was decided that strikes are ethical.

(b) Conditions under which a strike should be called: last resort, proper procedure, fair assurance of success.

(c) Improvements should be made in contributions to strike fund.

Code of Ethics

(a) Individual teachers are cautioned against dealing with boards during negotiations.

(b) It was recommended that the Code of Ethics be read at the first staff meeting and periodically at sub-

local meetings.

(c) Teachers should be loyal to each other.

General Recommendations

1. That the use of the newsletters as a means of contact between central office and locals be extended, probably, by means of bundles sent to local secretaries for redistribution.

2. That the Central Executive frame any electoral ballot but that it be referred back to the originator for concurrence.

3. That every effort be made to speed up the printing and distribution of electoral ballots in order to provide adequate time for their consideration at the local level.

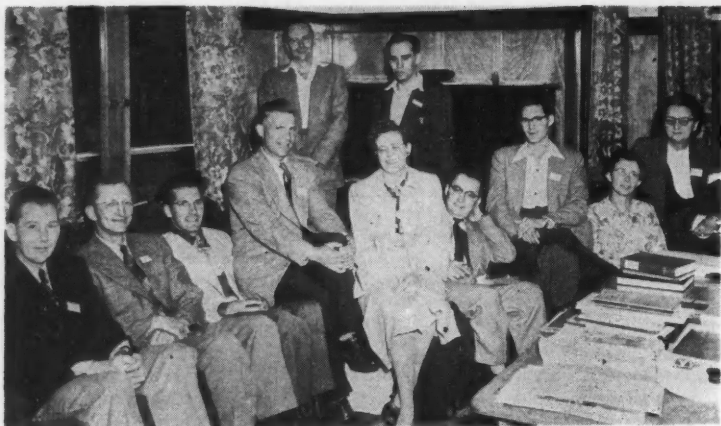
The above material is submitted as a brief report of the discussions of the four groups at the Banff Workshop. Most of these suggestions were agreed to by all groups, but some, of course, were only discussed and agreed to by one or two of the groups. In conclusion, I should like to express my appreciation to all the members of the groups for their contributions and their excellent cooperation.

RESEARCH DIRECTOR CANADIAN TEACHERS' FEDERATION

Applications will be received before December 1 for the position of Research Director of the Canadian Teachers' Federation with office in Ottawa. Qualifications should include knowledge of the theory and practice of education, familiarity with current research techniques, and experience in more than one area of education. Initial salary \$6,000. Decision on appointment will be made in January, 1953.

Applications should be sent to the
Secretary-Treasurer:

Mr. George G. Croskery,
Room 8, Normal School Bldg.,
Elgin Street,
Ottawa 4, Ontario.



"Public Relations is what you are; publicity is what you get" was one of the definitions of public relations discussed by teachers and Consultant Willard A. Bergh in the Public Relations group.

The Public Relations Attitude

WILLARD A. BERGH

Director of Public Relations, Seattle Public Schools
Consultant, Banff Workshop

IN BUSINESS circles this decade seems to be the era in which great emphasis is being placed upon public relations. For the past ten or twenty years the emphasis was on advertising and now, having sold the product, business is interested in keeping the customer happy.

We've always had public relations, and our public relations have been good or bad depending upon our status in the community. After all, that is what public relations has come to mean—reputation. And our reputation depends upon the day-to-day job of making friends for ourselves and our product and then keeping these people friendly or happy with us.

There are a great many definitions

for the term public relations. "Doing a good job and getting credit for it" is one of these. "Public Relations is 90% doing good and 10% telling about it" is another. "Public relations is what you are; publicity is what you get" is a recent comparison of terms.

Somewhat obviously, the sum total of the things we do to establish and keep friendly relations with everyone with whom we come in contact—that's the extent of our own personal public relations. And, of course, the sum total of the things we do that make people unfriendly—that's the extent of our bad public relations. Mix both columns and we have our standing in the community—our reputation.

In the public relations section at the

Banff workshop we discussed these things—the good and the bad—and we took a look at some of the things that public relations-minded teachers and administrators are doing, or are planning to do. In fact, for some of the delegates it was their first chance to chat about or think about public relations. Possibly the greatest good accomplished by the PR section was the fact that teachers and administrators found themselves thinking in terms of good public relations. To me, this adopting of the public relations attitude is fundamental.

A young fellow interested in becoming a newspaper reporter may already have a nose for news, or he can be trained so that his sense of news is sharpened. In the Banff workshop there were several persons who would need only to be shown the direction and they can go ahead on the public relations trail. For others it wouldn't be easy. Public relations work involves establishing firmly the public relations attitude—a weighing of each thing that is to be done and a careful analysis as to whether it might not be done best in some other way—or perhaps not done at all as in the case of the letter you write when you are angry and, having forgotten to mail it, you read it again three days later and throw it away.

It is considered standard practice to keep the community informed concerning its schools. This means informed of the schools' disappointments as well as its needs and successes. Some cities in the States have gone a long way toward developing strong community backing of their schools simply because they have kept their local people well informed. The best of these public relations programs that have made and kept friends for the schools are the programs which start with the community as a joint shareholder in the school system. These programs are built around a strong school and community relationship in which the parents themselves take part in

the planning. This means considerable committee work, of course, since parents will be on curriculum committees, report card committees, building committees and the like—in fact, the more committees they are on the better.

Such a program automatically means that the most important school public, the Parent-Teacher Association, is well informed. The other publics—the parents who are not members of the home and school, those who have no children in school, those who for one reason or other have decided to stay aloof from the schools—these are the people who must be reached through the other media which the public relations man uses. This may be published in newspapers, radio programs, TV broadcasts, door-to-door and back fence conversations, and paid advertisements.

At the Banff workshop it was recommended that more programs be used to bring the public into the schools, the need for more evening programs at schools, the desirability of having teachers go out into the community to visit parents, and even stay a full day as guests of the businessman or perhaps as a guest of a farmer. Business-Education Day has become a definite part of school program in most large American cities. In this program, one day each year is taken from the teaching calendar and given over to a visit with men of business and industry who daily practice the American system of private enterprise.

In the States more than forty large city school systems have set up departments of public relations. It is very clear that school public relations is much broader than school publicity although publicity is most certainly a tool. Public relations work is not exclusively the function of a public relations department. Every person in the school organization—the custodian, too—has a part which if left neglected weakens the entire program.

(Continued on Page 52)

Collective Bargaining

H. J. M. ROSS

Teacher, Edmonton Public Schools
Consultant, Banff Workshop

COLLECTIVE bargaining is closely related to the establishment of teaching as a genuine profession. Until wages paid to teachers are sufficient to ensure an adequate number of selected and professionally trained, career teachers, our professional goals will remain unattainable. Since collective bargaining is the only means by which we can progress towards our objective of professional salaries there is, in the Alberta Teachers' Association, an increasing interest and concern in the techniques and processes of salary negotiations.

To some observers the procedure of collective bargaining and professionalism seem incompatible. It should be obvious, however, that wherever remuneration for services is not the product of a fee but is

paid out by an employer, then there is no conceivable alternative to the negotiation of wages. It is interesting to note that in Britain where part of the medical profession's income comes from government established fees, the medical profession itself has had to employ collective bargaining techniques and even threaten to withdraw their services. Collective bargaining then is an indication of remunerative, not professional status and all talk of professionalism versus trade unionism is meaningless jargon.

Last year was another year of losing ground in the economic race; particularly for the divisions. Annual increments, salary negotiations, and higher qualifications reflected itself in a mere \$52.08¹ average annual increase per divisional teach-

One of the four groups in Collective Bargaining at the Workshop, under the direction of Kim Ross, is shown below. Revisions in the brochure on collective bargaining were made by the groups.



er. Against this we find that average wages and salaries in Alberta rose \$281.32.² It is, then, no wonder that there has been a stiffening in the attitude of teachers towards collective bargaining. The unfortunate consequence of this lack of money for education was publicized by the press very recently when it was pointed out that for the second year in succession, enrollment at the Faculty of Education had shown a serious decline.

For the second time in five years, the Alberta Teachers' Association, this past year, found it necessary to convene a special meeting to consider the salary question. In contrast to the first emergency meeting in which little was accomplished, the 1952 meeting quickly went to work and unanimously voted to implement when necessary the complete *Alberta Labour Act*, a move which was overwhelmingly endorsed at the ensuing 1952 Annual General Meeting.

Not so long ago the suggestion of taking a strike vote in an ATA local would have been abhorrent to the majority of teachers. Nonetheless, views in other social spheres than ours have also taken a decided change in the last few years and on this point it is interesting to quote the first two paragraphs of the editorial in the February fifteenth issue of *Maclean's* magazine entitled "What is The Right to Strike?"

- Most people now concede that the right to strike is a basic human right, essential to the spirit and practice of democracy. The right to strike is no more and no less than the right of any man to refuse to work under conditions which do not

suit him; to use the demand for his services to drive a better bargain for his services. It is, we repeat, no more than that and no less.

Ultimately it would be a serious loss for all of us—the rich man as well as the poor, the employer as well as the employed—if the right to strike were to be denied. Many far-sighted employers would continue to pay the best wages they find it possible to pay and still remain in business. But some would not and through a gradual erosion, the topsoil of buying power which feeds our consumer economy would again enter the dangerous cycle of drift and runoff which almost destroyed our economy in the thirties.

It would be a most regrettable state if the day ever arrived when we would have to operate under an alien philosophy which denied us the privileges of democracy so aptly pointed out in *Maclean's*.

It was against this background of events and thinking that the 1952 Workshop on collective bargaining got under way. In the light of last year's experience and developments the brochure on collective bargaining was revised and amended and several worthwhile suggestions were passed on to the Executive.

One of the suggestions is worthy of note in these columns. In the past, the long drawn out month to month salary negotiations has proved both tedious and harrassing to both parties. School board meetings invariably have full agendas without negotiations and late meetings are the rule. In addition, it would simplify budgetting for the school boards if salaries could be settled earlier in the year. Accordingly, it was suggested that representatives of the Alberta School Trustees' Association, (Continued on Page 50)

1. Forty-Sixth Annual Report of the Department of Education of the Province of Alberta, 1951.
2. Employment and Payrolls, March, 1952, Dominion Bureau of Statistics.

BCTF Workshop

Former Executive member, HOWARD L. LARSON, reports on the BCTF Workshop which he attended August 20 to 27 as the ATA Representative.



HOWARD L. LARSON

Liaison

THE teachers of our neighboring province of British Columbia have now held their third annual workshop. Like us in Alberta, they are trying to resolve their education difficulties by this democratic process. It is interesting to note the number of ways in which their Department of Education has realized the value of the BCTF in policy-making, particularly, in curriculum matters and in educational finance.

An arrangement between these two provinces, whereby each teachers' organization is kept informed of the other's progress, should pay dividends. Further, it is hoped that all ten provinces will soon have workshops. The struggle to maintain and to improve our educational institutions is not a local one and the need for a broader viewpoint by the teaching profession is vital. Education is still a young and tender democratic instrument. It needs constant nourishment and attention. It has many enemies. Teachers must assume the role of guardians in its development, in addition to being classroom technicians.

The Setting

The private school and dormitory situated on Qualicum Beach offers an

ideal place for the BCTF Workshop. There is plenty of opportunity for recreation by way of swimming, boating, fishing, and sightseeing. The president, Bob Smith, and general secretary, Charlie Ovans, were most genial hosts and their energy seemed boundless.

Discussion Topics

1. The Role of Teachers in Curriculum.
Don Pritchard, chairman, BCTF Central Curriculum Committee consultant.
2. Teacher Attendance and Participation in Local Meetings.
Nora Campbell and Beatrice Rankin, BCTF consultants.
3. Collective Bargaining.
Bill Allister, BCTF consultant.
4. Educational Finance.
John Sutherland, BCTF consultant.

Gordon Hannaford, West Seattle High School, acted in the general capacity of group dynamics expert.

Rosemary Cruik, BCTF public relations officer, kept the public informed of the highlights daily, via newspapers and radio.

H. L. Campbell, deputy superintendent of Education, gave a very informative talk on curriculum making.

Mrs. W. C. MacDonald represented the Parent-Teacher organizations.

Highlights

1. Many locals maintain Curriculum Study Groups. They have set up a hierarchy for funnelling information to the central curriculum committee of the BCTF. This central committee has met with the Department of Education several times. This year, summer school credits were given to teachers at UBC for developing new courses of study in music, home economics, and geography. They used the workshop technique. This is an outcome of setting up some machinery in the BCTF to attack the problem of teacher participation. The attitude of their Department of Education has recently become responsive to their efforts. The workshop groups felt that this was only a modest beginning.

2. The following is a partial list of ideas brought forward for improving attendance at local meetings:

(a) Try an occasional dinner meeting.

(b) Invite guest speakers from the community.

(c) Encourage school principals to make favorable comments on local work at his staff meetings.

(d) Produce panel discussions on lively topics.

(e) Mimeograph agendas before the meeting.

(f) Form local Glee Clubs.

(g) Appoint committees early in the season.

(h) Plan a "core" agenda for the whole term.

(i) Issue monthly bulletins.

3. The efforts of the BCTF in collective bargaining have produced salary schedules ranging on an average of three to eleven hundred dollars above that of Alberta. It is interesting to note that the great

majority of schedules are positional. Perhaps their better schedules are due largely to their more diversified industrial economics. Many of their school boards are keenly aware of wages in all occupations, while a large number of our boards are farmers.

4. The session on educational finance was most impressive. Two or three of their teachers have made a long study of this matter and have had considerable satisfaction in their meetings with their Cabinet ministers. This committee requests each local to take more interest in this topic, so that they may be armed with more information and suggestions.

They are seeking changes in the departmental grant structure and the evolution of a more equitable distribution of moneys from the Provincial Sales Tax.

They are keenly aware of the need for assisting school boards in making the tax dollar do a better job in their building programs. Many cases of waste were brought to light in construction of new schools. Teachers could offer their services to school boards in planning for efficiency in school construction, providing they make an effective study of the situation.

We as teachers can become too involved in building an educational superstructure at the expense of seeing its foundations crumble for want of proper finance.

Conclusion

It is suggested that our Association should examine some of the work of the BCTF. They have made more progress in some fields than the Alberta Teachers' Association, and less in others. Any reciprocal arrangement whereby teachers may benefit through the experiences of other organizations of teachers should not be overlooked.

Is The ATA Democratically Governed?

J. S. FAREWELL

Spirit River, Alberta,
June 23, 1952.

To the Editor:

The article which I am enclosing is the substance of a paper which I presented at the May meeting of the Rycroft-Spirit River Sublocal. The meeting felt that the ideas contained therein are of sufficient general interest to warrant wider publicity.

Therefore, the executive of the Spirit River local has authorized me to submit the enclosed report on their behalf to *The ATA Magazine* for publication. They endorse the report, and believe its publication would be in the interests of the Association's membership.

The Spirit Local plans to put a copy of this report in the hands of each ATA local, but it would prefer to do so through the columns of our magazine.

Yours truly,

J. S. FAREWELL.

Teachers, who have the duty to instill the principles of democracy into the minds of Alberta's students, should be especially careful to preserve democratic controls and procedures in their own organization, the Alberta Teachers Association. We should take a critical look at our present organization in order to ensure that the membership at large does control Alberta Teachers' Association policy. There is a growing feeling that the Annual General Meeting, which ought to direct, is being directed; that the locals, which ought to lead, are being led.

Our general secretary and his staff

are left with the important work to do: the presentation of policy to the Government, Department of Education, Faculty of Education, and the general public. In conferences, and in our Magazine, the voice of the Alberta Teachers' Association is that of the general secretary, and, therefore, the public identifies the Alberta Teachers' Association with one man. The president and the Executive are teaching in their classrooms, and can give only partial attention to Alberta Teachers' Association business. Generously as they may give of their time and effort, the bulk of the burden of direction falls on the secretarial staff. But this staff is appointed and paid as employees of the Association. Our elected Executive and councillors are not in position to govern the Association: they are teaching school.

Those who attend the Annual General Meeting as official delegates from the locals are supposed to be instructed by their local members how to vote on each resolution on the agenda. However, the resolutions are often in general form, and the councillors must wait until the meeting to get sufficient clarification to enable them to make a judgment on the suitability of resolutions. Consequently, most councillors are given instructions to use their own best judgment concerning their support of most resolutions. The councillors as a body are not organized into a clear-cut two-party system. Hence, organized discussion often does not develop. Having no well-established program to support, the delegates of the Annual General Meeting often

vote with the speaker who is able to give a forceful and well-prepared statement on one side of the question. The secretary is often best prepared: he has the time, and the facts.

The fees of the Alberta Teachers' Association are deducted from the teachers' pay cheques, and the amount of money available to the Association for any given year is not at the discretion of the Annual General Meeting. Thus the legislative body of the Alberta Teachers' Association lacks one of the most potent of democratic checks on the Executive—the power of the purse. Have we substituted any other detailed control over how our money is spent?

It would seem that we would not be far wrong to refashion our administration to agree with parliamentary democracy. Here are a few concrete suggestions:

1. The president of the Alberta Teachers' Association should be paid \$5,000.00 per annum to enable him to fulfil the duties of chief Executive on a full-time basis. A two-year term would give him time to carry out policies initiated early in his tenure of office.

2. The Alberta Teachers' Association Executive should take responsi-

bility for putting the "action program" through the Annual General Meeting. Failure to secure the passage of this program would constitute a vote of non-confidence, and require the election of a new Executive.

3. A recognized opposition party should be encouraged which could criticize the Executive, and offer alternative solutions to our basic problems. Surely we can afford a "loyal" opposition.

4. A finance committee of the Executive should prepare detailed accounts of expenditures, and should be required to justify these accounts before the Annual General Meeting.

5. The editor of *The ATA Magazine* should not be an Executive member. He should be paid an adequate salary, and the Association's Magazine should be placed on the status of an independent and free periodical.

These suggestions are in no sense a blueprint. They are offered in the hope that they may serve as a springboard for constructive discussions throughout our locals. From these discussions a plan may be evolved which will result in an ATA that has a broadly-based democratic leadership.

ATA Fall Conventions, 1952-53

Anders Aalborg, Minister of Education, plans to attend the following conventions: Calgary District, Third Edmonton District, Vermilion, and Edmonton City.

The following changes have been reported in conventions:

Lethbridge Convention on October 10 and 11 instead of October 9 and 10.

Red Deer Convention at Red Deer instead of Lacombe.

Vermilion Convention on October 16 and 17, instead of October 23 and 24.

Castor-Neutral Hills Convention at Consort instead of Veteran.

Letter to All Teachers in Alberta

Dear Teacher:

The position of the Teachers' Retirement Fund is approaching a crisis. This letter is written so that every teacher may understand the main points at issue.

The Retirement Fund was established, on a sound basis, under the Act of 1939 and has continued to operate, with comparatively minor changes until the present time. An actuarial valuation of the Fund was made as at the end of 1949. This showed that the present value of all future pension and death benefits was nearly \$26,000,000. The present value of the funds in hand and of the future contributions of teachers and their employers was nearly \$14,000,000. Hence there was an unfunded liability or deficiency of about \$12,000,000. The deficiency at the present time is estimated to be nearer \$14,000,000.

What has happened since 1939 to make the Fund so insolvent? The answer is that inflation has approximately doubled the average teacher's salary. The pensions depend on the earnings just before retirement and hence the pension liabilities have almost doubled. On the other hand the contributions already made were based on salaries much smaller than the salaries on which the pensions will be calculated.

The condition of the pension fund is nobody's fault. Teachers' salaries had to be raised when the cost of living soared and these raises increased the liabilities of the Retirement Fund without increasing the assets.

The Retirement Fund does not face immediate bankruptcy. If the proper steps are taken at once pen-

sions will be safe. If, however, action is delayed too long a cut in all teachers' pensions will eventually be necessary.

The following steps should be taken to remedy the situation.

1. The teachers' contributions to the Fund should be increased from 4% to 5% effective from September 1, 1952.

2. The Government should increase its contributions from 4% to 5%, maintaining the principle of equal contributions from employer and employee. Strong representations will be made to the Government to do this.

3. The investment powers on the Fund should be changed to those under *The Canadian and British Insurance Companies Act 1932 as amended*.

4. Teachers should not be forced to retire at age 65 if willing to continue in teaching service and if the school board in each case considers that continuance is in the interests of the teaching service.

Action on the above lines was unanimously endorsed by representatives at the Banff Workshop and your Executive is making strenuous efforts to have this program accepted by the Government. A ballot of the teachers will be taken this Fall, authorizing the Executive to take immediate steps to strengthen the Fund. You are urged to support your Executive, since it will assist them very materially in their negotiations with the Government if the teachers are united.

Finally, in this question, time is of the first importance. With each month that goes by the liability increases. If humanly possible the above amendments to the Plan should

The Retiring Age

It is costing the teachers, the Government of Alberta, and the school boards of Alberta thousands of dollars to have all teachers retire at 65, and conversely, it would save a good deal of money if teachers were permitted to stay on the job after they were 65, providing they were able to give efficient service. The following article is from *The Manchester Guardian Weekly*, and suggests that teachers should be encouraged to carry on after they are 65, because of the increased cost of pensions and because of the longer expectation of life.

At what age should university teachers retire? At present most of them go at 65, though some chairs at Oxford and in the Scottish universities can be retained until seventy. A strong plea for raising the retiring age to 68 is made by the Master of Sidney Sussex College, Cambridge, Mr. Thomas Knox-Shaw, in the August issue of the *Universities Quarterly*. He argues that, in general, the longer expectation of life should carry with it an extension of the working life and that the universities could lead the way.

From my knowledge of those who have retired recently. I would say that the majority, if not all, were

well able to carry on effectively for a few more years.

From the teacher's point of view, a few years added to his working period would offset the years now given to National Service, which delay the start of his career, and will greatly improve his pension position: "there will have been three more years of accumulation and a reduction of three years in the expectation of life." The change would delay promotion; but the loss would be made good at the other end.

There is certainly a good case for considering a change in this direction. But would it also be worth considering a general grade of "professor (or lecturer) emeritus," intermediate between full service and retirement, with lighter duties and a stipend between the full working rate and the pension rate? This would give the same length of teaching life, but the period of highest earning would fall a little earlier, and would correspond both to the age of greatest vigor and to the time of need; for most men's family expenses are higher in the forties than in the sixties.

The Manchester Guardian Weekly

be made before the end of this year.

The Government does not guarantee teachers' pensions, and the soundness of the Fund is in the hands of the teachers and the Executive. It is in your interest to safeguard your

pensions by supporting the Executive in its efforts to place the Retirement Fund on a sound basis.

Yours very truly,

ERIC C. ANSLEY,
General Secretary-Treasurer.

John Dewey

October 20, 1859, Born Burlington, Vermont.

1879 AB, University of Vermont.

1884 PhD, John Hopkins University.

1884-88 University of Michigan.

1888-89 University of Minnesota.

1889-1894 University of Michigan.

1894-1904 University of Chicago.

1904-1930 Columbia University.

1930-1952 Retired.

June 1, 1952 Died, New York City.

H. E. SMITH

Dean, Faculty of Education

Alberta had a special interest in the philosopher and educator, John Dewey. In 1936 the educational system of Alberta, in particular, the curricula of her public schools, was radically revised and established upon what are now called progressive educational principles. The vital concepts are socialization, individualization, pupil freedom and initiative, and active preparation for citizenship. Emphasis is placed upon the exercise of critical but creative intelligence in issues of present rather than of past concern. History has become social studies and its records are drawn upon to illuminate current problems. In theory at least all arts and sciences are regarded as instrumental in the creation of what in our better moments we see as the most satisfactory way of life in a democracy. In short, a Christian democracy is accepted as the goal of our common aspirations. These notions enunciated from time to time down through the centuries have been caught up and worked into a dynamic program of education and of public action by the man whom with pride and gratitude we honor today.

It is no less true that the general
(Continued on Page 29)

WILLARD E. GIVENS

Retired NEA Executive Secretary

Whoever says, "School is Life," quotes John Dewey. This was the heart of his philosophy. Among the first of the educational thinkers who placed emphasis upon the child instead of subjectmatter, he gave new meaning to a method of learning that was no innovation.

"Learning by doing" began in the caves of mankind's most primitive ancestors, and through the centuries it has been the fundamental principle of education in the home and community. It is the basis of the assertion, which everybody has made one time or another, "Experience is the best teacher." But John Dewey more than any other one person brought this principle to the school.

For centuries the formal instruction of educational institutions for all age levels consisted largely in stuffing the mind with facts. More importance was placed upon the systematic organization and presentation of those facts than upon the individual who was acquiring them. Present-day education, with its stress upon "the ability to do," owes much to John Dewey. So does the industrial age, which depends more upon skills in action than it does upon knowledge for its own sake.

But John Dewey would have been

the last to evaluate education in terms of its effectiveness in aiding the learner to serve the purposes of others. He believed in education as a means of enriching the life of the individual—as a means of helping the child to discover the talents with which he was endowed and to use those talents with greatest satisfaction to himself as well as to others.

Sometimes John Dewey's philosophy has been misinterpreted and implemented in ways which he himself did not intend; he was the first to deplore the extremists in the application of his philosophy. But his insistence that human beings learn to live by living has vitally affected education and its contribution to a society that recognizes the worth and the dignity of the individual.

The great philosopher will perhaps be remembered most widely for this statement: "What the best and wisest parent wants for his own child, that must the community want for all its children."

John Dewey

H. E. Smith

(Continued on Page 28)

philosophy of John Dewey has become widely accepted by our people. Without doubt many historic processes have merged into the predominantly secular, scientific, experimental, optimistic, and self-reliant attitude characteristic of Alberta citizens. Yet it is equally obvious that this type of world view has received stimulus and confirmation from the wealth of publications issuing from the pen of this one man for over two-thirds of a century.

For good or ill, and naturally we think fundamentally for good, the ways of life of Alberta's young and old have been profoundly influenced by the philosophy known as instrumentalism.



National Forum Guidance Series

For Grades VII and VIII

ABOUT GROWING UP

A book which brings down to the concrete level many of the aspects of the Guidance course in the Elementary School. Typical chapters: Study Tips, Getting along with Teachers, Understanding Parents, How do I Look? The book provides discussion and teaching material for the year. Grade VII, \$2.90.

Teachers' Guide to the above
\$1.25

Charts (20" x 26 1/2") based on
each chapter (set of 33) \$28.00

BEING TEEN-AGERS

At the Grade VIII level most students are in their teens and need skilled counsel and help. This text presents the materials necessary for efficient group guidance. Typical chapters are: Choosing My Activities, Do I Need a "Line". Handling Our Emotions, Taking part in the Group. Grade VIII, \$2.90

Teacher's Guide to the above
\$1.25

Charts (20" x 26 1/2") based on
each chapter (set of 33) \$28.00

THE RYERSON PRESS
TORONTO



Official Bulletin, Department of Education

No. 148

Exploratory Subjects— Junior High School Grades

The following exploratory subjects for Junior High School Grades are intended for Grade IX students only:

Agriculture
Oral French
Typewriting.

Safety

School principals are advised to make sure that all children in their schools are made acutely aware of the following:

1. Marking, mutilating, or removing highway traffic signs may cause injury or death to motorists, and at the very least may cause many people much inconvenience. Small children may have to be told merely to leave the signs alone; older pupils should be made to see the need for these signs, and the resulting danger to human life when they are damaged or altered in any way.

2. Firearms and explosives can kill or maim. There is evidence that some school children carry .22 rifles

to and from school. This practice should be prohibited. Hardly a year goes by without some child killing himself or injuring himself seriously as a result of handling explosives. The two greatest offenders in this regard are detonators (blasting caps) and railway track signals. Children should be shown or told what these objects look like, and should be warned not to handle them.

Free Filmstrip

Canadian Sugar Factories Ltd. of Raymond, Alberta, have deposited with the Audio-Visual Aids Branch, Department of Education, Edmonton, a number of prints of the filmstrip, *Sugar Through the Ages*. This is a very colorful and interesting filmstrip. Copies will be sent as long as they last to any school wishing one for its personal filmstrip library. The only condition is that you write a note of appreciation to Raymond Sugar Factories Ltd. upon receiving the filmstrip.

The Unique Job of School Principal

The September issue of *The School Executive* has an article "The Unique Job of the School Principal," which should be read by principals and teachers also. It has sections dealing with the Principal as a Community Leader, as an Educational Statesman, as an Executive, as a Person, and as an Administrator.

If your school does not subscribe to this magazine, copies may be obtained from *The School Executive*, 470 - 4 Avenue, New York 16, New York, for 50c each.

School Master



CREATED BY

SVE

ALL these advantages in one projector — at a cost of only

\$67.50

CHURCH AND SCHOOL PRICE

300-watts.
Blower-cooled.
Single slot threading.
Finger-tip framing.
Noiseless operation.
Nothing to remove or attach.
Compact—weighs only 7 lbs.
Operates from left or right side.
Brilliant, uniform light distribution.
5" f/3.5
Anastigmat lens, color corrected.

**LOWEST PRICED 300-WATT,
BLOWER-COOLED DUAL-PURPOSE
PROJECTOR IN THE WORLD**

EXCLUSIVE CANADIAN DISTRIBUTORS

GENERAL FILMS LTD.

VANCOUVER

MONTREAL

EDMONTON

MONCTON

WINNIPEG

ST. JOHN'S, Nfld.

TORONTO

Head Office: REGINA

Your ATA Group

How Your Program Protects You

Accidental Death and Dismemberment (For Employees ONLY)—\$1,000

The following **MEDICAL SERVICE BENEFITS** are the same for all employees and dependents. Eligible dependents include your spouse and all unmarried children between 14 days and 19 years of age; provided, however, the term "dependent" shall not include any person who is in full-time military, naval, or air service. Payments will be based upon the amounts charged to you UP TO the maximum amounts shown, except the starred items, which are the exact amounts payable.

	Employees	Dependents
Hospital Bills—		
Room and Board		
1. Daily Benefit	\$ 5.00*	\$ 5.00*
2. Amount payable under (1) during any one disability	500.00	500.00
3. Daily Benefit after \$500.00 has been paid	2.50*	2.50*
4. Total amount payable under (1) and (3) during any one disability	800.00	800.00
Other Hospital Charges	100.00	100.00
Ambulance—per trip to or from a hospital...	10.00	10.00
Surgeon's Fees—		
In accordance with the Schedule of Operations attached	200.00	200.00
Doctor Treatments—		
Payment per day for treatment IN A HOSPITAL, beginning with the FIRST day of treatment for either Accident or Sickness	3.00	3.00
Maximum amount payable in any six-month period	150.00	150.00
Maximum amount payable during any one disability	300.00	300.00
Additional Expenses on Account of an Accident	300.00	150.00

Your Monthly Premium For Entire Program

Employee Only	Employee and One or More Dependents
\$2.25	\$5.50

up Insurance Plan

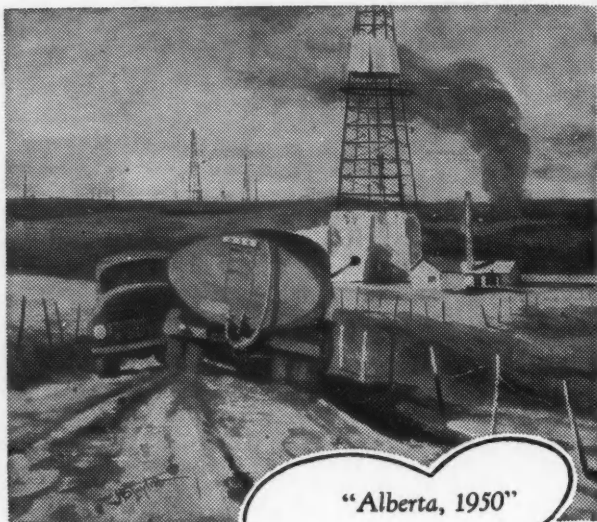
Offers Unusual Advantages

1. You may select your own hospital and doctor.
2. No sickness will be excluded because of pre-existing condition.
3. No sickness will be excluded because it is chronic in nature.
4. No sickness will be excluded because it is peculiar to either sex, except that no benefits will be paid for disabilities caused by pregnancy.
5. The Company cannot cancel your individual certificate of insurance, and renewal is guaranteed as long as the Master Policy is in force and the teacher is a member of the Alberta Teachers' Association.
6. Coverage while on leave of absence.
7. Low premiums will result from mass buying power.
8. Annual adjustments of premiums and/or benefits in accordance with experience rating of group.
9. World-wide coverage—no travel restrictions.
10. Insurance in force 12 months of year.
11. No increase in cost because of age or sex.
12. Administered by Alberta Teachers' Association. Premiums received and claims settled at ATA office.
13. Conversion privileges upon retirement or upon leaving profession.
14. Full benefits paid regardless of municipal hospital coverage or other individual insurance members may have.
15. Teacher moving from a local having this coverage to one which does not have coverage may continue to enjoy full benefits by remitting premium individually.
16. After 60 percent of local have enrolled to qualify for coverage or when member joins local that already has coverage, he is allowed two months in which to enroll without being required to submit evidence of insurability.

Master Policy and Certificates

All benefits provided under the program are paid according to the terms of the Master Policy issue to the Alberta Teachers' Association by the Occidental Life Insurance Company of California.

When you become insured, you receive individual certificates outlining the benefits. The above outline merely describes the program and is not the contract.



"Alberta, 1950"

J. B. Taylor

**YOUR
BEST
SECURITY
IS**

***Alberta's*
FUTURE**

Roads have improved, fields have been better defined, more discoveries have been made since Professor Taylor painted this impression of 1950's hustling oil business. And the future looks brighter yet!

Backed by such resources, and making solid progress each year are your Treasury Branches. They offer service not only to the oil industry, but a wide diversity of business aids to every resident of the Province. Get to know your Treasury Branch Manager—soon!

Your Provincial
TREASURY  **BRANCHES**

GOVERNMENT OF THE PROVINCE OF ALBERTA

By-law No. 1 of 1948

Regulations re Benefits Payable on Death

"14 (a) If a teacher dies while under engagement as a teacher and

- (i) Such engagement was not of a casual nature; and
- (ii) He commenced contributing to the Fund before attaining the age of 50 years; and
- (iii) Written application is made therefor to the Board within six years of the date of his death;

the Board shall pay to the beneficiary designated by him or in default of such designation to his Widow or to his Estate as the Board may in its sole discretion determine, a sum not less than \$200 nor more than \$1,500 computed in other respects at the rate of \$100 for each consecutive year of teaching service prior to the date of death the continuity of which has not been broken by absences in excess of twelve consecutive months, and for which the teacher has contributed to the Fund under the provisions of the Act; and also the

amount, if any, standing to the credit of his account in the Fund.

(g) Provided nevertheless that if the teacher's age at the date of his death exceeds:

- (i) Fifty-four years and such death occurs in 1950;
- (ii) Fifty-three years and such death occurs in 1951;
- (iii) Fifty-two years and such death occurs in 1952;
- (iv) Fifty-one years and such death occurs in 1953;
- (v) Fifty years and such death occurs after 1953;

and leaves a widow him surviving, the sums provided in (a) shall not be paid but there shall be paid to the widow in lieu thereof a pension of the same amount as if the teacher had immediately before his death been granted a pension payable during the joint lives of the teacher and his wife which after his death shall continue to be paid in the same amount to the survivor for her life in accordance with Section 9(d) iii.

A grant of \$5,000 has again been made by Imperial Oil Limited to provide travel bursaries for teachers going on exchange. This year \$100 has been made available for each teacher on an interprovincial exchange, and \$50 for each teacher going to the United States or to the United Kingdom. An additional travel grant has been made by the Imperial Relations Trust, through the League of the British Commonwealth and Empire, providing £150 toward the cost of a return passage for "a married man with responsibilities making an exchange to the United Kingdom."

—CEA Newsletter

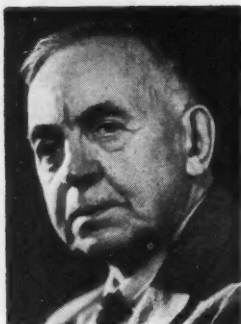
Former Executive Member Dies

Lethbridge teachers and the Alberta Teachers' Association lost a good friend in the passing on June 14, of William Stewart Brodie, for twenty-five years a member of the teaching staff of the high school.

Born in Nova Scotia, Mr. Brodie attended Dalhousie University in Halifax where he received his Bachelor of Arts degree. He received his Master of Arts from McGill, and was Superintendent of Schools at Glace Bay for seven years. He taught at Wainwright and Red Deer before coming to Lethbridge.

In 1920, Mr. Brodie became a member of the staff of the Lethbridge Collegiate Institute, where he instructed classes in geology, English, trigonometry, biology, science, and arithmetic until his retirement in 1945.

In his will Mr. Brodie left \$2,000 towards the purchase of two annual prizes for Grade XII students. One will be for the girl who takes the highest marks in English during the final examination; and the other for



W. S. BRODIE

the boy receiving the highest final examination marks in biology.

Always a staunch supporter of the *Alberta Teachers' Association*. Mr. Brodie served as president of the Lethbridge Local and as district representative, as well as acting on numerous committees. He was an active member of the Kiwanis Club.

For All Your Magazine Subscriptions

Call, Phone or Write

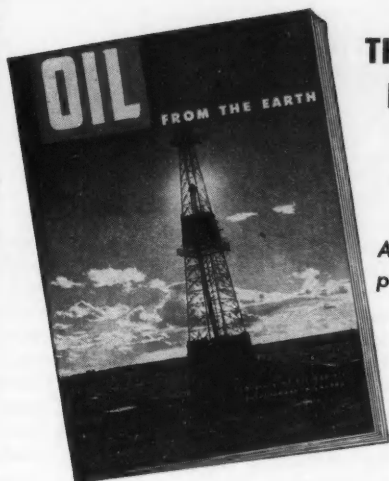
Western Canada Subscription Agencies Ltd.

10359 Jasper Ave., Edmonton

Telephones 23373 - 28535

SPECIAL CHRISTMAS RATES NOW AVAILABLE

Complete Particulars on Request



THE STORY OF OIL IN WORDS AND PICTURES

A 24 page booklet designed for
pupils of grade seven and up

★MAIL COUPON BELOW
FOR FREE COPIES

Here is the story of oil, how it is found, how it is extracted from the earth and how it is refined into hundreds of useful products. Originally published in the *Canadian Geographical Journal*, it has been revised and brought up to date. Illustrations make up more than half the booklet. While it deals with the world picture, "OIL FROM THE EARTH" is mainly concerned with the recent growth of Canada's petroleum industry and its importance to the nation.



IMPERIAL OIL LIMITED,
224 9th AVENUE W., CALGARY, ALTA.

Please send me.....copies of your booklet
entitled "OIL FROM THE EARTH"

NAME.....

SCHOOL.....

ADDRESS.....

A.T.A.M.

IMPERIAL OIL LIMITED

Best Wishes For Many Years of Health and Happiness From ATA to Following Retired Teachers

*(These teachers all retired with 25 years or more of teaching service
with their last employing school board.)*

Helen G. Barber	Calgary S. D. No. 19	32.5 years
P. R. Brecken	Calgary S.D. No. 19	31 years
Lucy Brydon	Calgary S.D. No. 19	37 years
Edith G. Burns	Edmonton S.D. No. 7	32 years
B. L. Cook	Calgary S.D. No. 19	32.5 years
George Cromie	Calgary S.D. No. 19	32.8 years
J. T. Cuyler	Medicine Hat S.D. No. 76.....	41 years
Mary I. Dulmage	Nanton Cons. S.D. No. 50	33 years
A. F. Haslam	Edmonton S.D. No. 7	29.5 years
N. A. Houghton	Daysland S.D. No. 1539	33 years
Jean S. Jackson	Lethbridge S.D. No. 51	35 years
Wm. Jones	Calgary S.D. No. 19	32 years
M. L. Legate	Drumheller S.D. No. 2472	30 years
A. T. Litt	Burdett Cons. S.D. No. 23	31 years
Wm. J. Moffatt	Edmonton S.D. No. 7	39.2 years
J. Percy Page	Edmonton S.D. No. 7	39.8 years
Edith M. Purdy	Hanna S.D. No. 2912	25.4 years
G. Robinson	Calgary S.D. No. 19	27 years
Lila I. Rockwell	Edmonton S.D. No. 7	40 years
A. F. Russell	Edmonton S.D. No. 7	32 years
Ann C. Smith	Edmonton S.D. No. 7	43.2 years
Annie M. P. Smith	Edmonton S.D. No. 7	39 years
F. Speakman	Calgary S.D. No. 19	34 years
F. J. Wright	Calgary S.D. No. 19	39 years

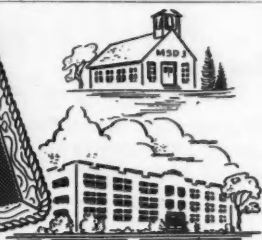
Henry Birks & Sons (Western) Ltd. Jewellers and Silversmiths

School and Class Pins and Rings

Calgary

Edmonton

CATALOGUE ON REQUEST



The Alberta Tuberculosis Association announces the fourth of its Alberta School Essay Contests. All classes in Grades VII to XII are invited to enter. Contest opens October 10 and closes December 23rd.



Subject:

***"The Emblem of a Modern
Crusade"***



There are two competitions:—

1. For the graded school.
2. For the rural school.

The Essay Contest has the approval of the Department of Education, the Department of Public Health and the Alberta Teachers' Association. Judges for the 1952 contest will be:

Dr. W. H. Swift, Deputy Minister, Department of Education.
Dr. G. R. Davison, Director, Division of Tuberculosis Control,
Department of Public Health.
Mr. Eric C. Ansley, General Secretary-Treasurer, Alberta
Teachers' Association.

Over \$1,500 in prizes will be awarded this year. Silver cups and honorable mention awards will also be presented. Further information available from:

Contest Editor, Alberta Tuberculosis Association,
116 - 5th Avenue East, Calgary, Alberta

Contest sponsored by

The Alberta Tuberculosis Association
and the "Christmas Seal Committees"
Christmas Seals Fight Tuberculosis

Deaths

The secretary of the Teachers' Retirement Fund regrets to report the death of the following teachers:

Annie Boothroyd, October 13, 1951, 24 years' service.	Henry Ludwig, March 24, 1952, 28 years' service.
W. S. Brodie, June 14, 1952, 31 years' service.	Margaret B. Munro, February 10, 1952, 38 years' service.
Mary C. Campbell, May 20, 1952, 31 years' service.	Jane A. E. Norton, July 29, 1952, 32 years' service.
Alpha V. Connelly, June 17, 1952, 25 years' service.	Clara B. Pattullo, May 15, 1952, 39 years' service.
Jessie K. Crawford, January 18, 1952, 33 years' service.	Ernest E. Radke, June 3, 1952, 14 years' service.
Marion Alma Crozier, September 3, 1952, 34 years' service.	Margaret Reith, June 12, 1952, 26 years' service.
Jonathon Dell, September 6, 1952, 21 years' service.	Robina Robinson, June, 1952, 22 years' service.
Lorna G. Francis, September 3, 1952, 2 years' service.	Clara Sanderson, 33 years' service.
Sarah M. Gordon, August 26, 1952, 39 years' service.	Clifton A. Shook, May 20, 1952, 27 years' service.
Norma Mary Lee, June 17, 1952, 1 year's service.	Sr. M. St. Paul, April 16, 1952, 25 years' service.
	Sr. M. St. Raphaela, March 23, 1952, 31 years' service.
	Joan Tarney, December 6, 1951, 4 years' service.
	Irving Vanderburgh, April 7, 1952, 26 years' service.

TEACHERS ON EXCHANGE 1952-53

Canadian teachers are continuing to take advantage of the opportunities for experience in other educational systems through the CEA's program of exchange between provinces and with other countries. This year 69 Canadian teachers will be on exchange, 14 in other provinces, 7 in the United States, and 47 in the United Kingdom. (The latter figure includes 18 exchanges completed by direct arrangement between the Ontario Department of Education and the United Kingdom exchange agency, the League of the British Commonwealth and Empire). All of these teachers are going on exchange for the first time. The total of 62 completed exchanges represents a drop from last year's peak of 75, but compares favourably with the numbers completed in earlier years.

Of the eight provinces participating in the exchange program this year, British Columbia has the largest number of completed exchanges, 3 with other provinces, 4 with the United States, and 18 with the United Kingdom.

—CEA Newsletter.

LIFE INSURANCE A CANADIAN HANDBOOK

(1951 Revision)

● Life insurance is the major source of personal and family security for most Canadians. It has long been included in curricula in Canadian schools.

● **LIFE INSURANCE — A CANADIAN HANDBOOK** (80 pp., illustrated, presently in English only) was first published and widely distributed to Canadian teachers with the approval of the Departments of Education in 1945, and has now been revised and republished as a public service by a Committee representing the more than 50 Canadian, British, and United States companies operating in Canada. It furnishes a brief outline of the fundamentals of life insurance and, in so doing, answers numerous questions which are frequently asked by teachers, students and the public generally.

● The **HANDBOOK** will be sent without cost or obligation to any teacher who completes and forwards the coupon below; additional copies may be obtained at cost.

● The **EDUCATIONAL DIVISION of THE CANADIAN LIFE INSURANCE OFFICERS ASSOCIATION** is maintained by its member companies to provide the public with a central source of information about life insurance and its place in the social and economic development of Canada.

**Educational Division,
The Canadian Life Insurance Officers Association,
302 Bay Street, Toronto 1, Ontario.**

Please send, without cost or obligation to me, one copy of **LIFE INSURANCE — A CANADIAN HANDBOOK, 1951 Revision.**

Name of teacher.....Grade(s) taught.....

Name of school.....Subject(s) taught.....

Address of school.....Number of pupils.....

.....Date.....

P.S. I am also interested in receiving information about other life insurance material (booklets, charts, filmstrips, etc.) from time to time.Yes.No.

Teachers in the **NEWS**

Appointed this year as superintendent of schools for the High Prairie School Division **Gerald L. Berry** was formerly principal of Coalhurst School. Prior to that time he had taught in schools in Provost, Hayter, Chauvin, and Taber, and had been principal at Chauvin and Warner.

Mr. Berry took his early schooling at Provost, his normal school training at Camrose, and received his B.A. and M.A. from the University of Alberta in 1942 and 1950 respectively.

Religions of the World, a textbook in history written by Mr. Berry was published in 1947.

Roland M. Ward, a member of the Alberta Teachers' Association since 1929 when he graduated from Calgary Normal School, has been appointed superintendent at large for Alberta School Divisions. At present, he is with the Vulcan County.

A University of Alberta graduate with a Bachelor of Education degree,

Mr. Ward taught at Hainstock, Bindloss, and has been supervisor of the Boys' Dormitory at Kathryn, and principal of schools at Huxley and Acme.

Mr. Ward is experienced in Association work, having been secretary-treasurer and president of local associations, on negotiating committees, and councillor to several Annual General Meetings.

Associate superintendent for the County of Grande Prairie and East Smoky School Division, **Kenneth H. Thomson's** former positions were as principal at Brooks and Hanna. He has also served three years as summer session lecturer.

Dr. Thomson received his B.A., M.A., and M. Educ. from the University of Alberta, majoring in history, philosophy, and psychology, and his Ed.D. from the University of California (Berkeley), majoring in history and philosophy of education.



ROLAND M. WARD



K. H. THOMSON

He is a member of the Phi Delta Kappa. One of his major interests is the air cadet movement, in which he has served as commanding officer and adjutant.

Martin Adamson, a former teacher and assistant supervisor of the Division of Visual Instruction, succeeded H. P. Brown as supervisor of the Division of Visual Instruction of the University of Alberta in June of this



MARTIN ADAMSON

year. Mr. Adamson attended Grandin and St. Joseph's High School in Edmonton and received his B.Ed. from the University of Alberta in 1951.

Wilfred Pilkington, formerly on the Edmonton Public School staff, has joined the staff of the Faculty of Education.

C. B. Willis, also a former member of the Edmonton Public School staff, is now superintendent of schools for West Jasper Place School District.

Jack P. Mitchell, shop teacher for the University High School in Edmonton for the past four years, is now supervisor of industrial arts for the Department of Education. Last year he was Edmonton Vocational Training supervisor. Mr. Mitchell



JACK P. MITCHELL

holds a B.Sc. degree in Industrial Arts from the University of Alberta, and has had eleven years' teaching experience.

The John Walker Barnett Scholarship, offered by the Alberta Teachers' Association, this year was won by **Stanley E. Overby**, who is taking his B.Ed. in Industrial Arts.

After graduating from Calgary Normal School in 1938-1939, Mr. Overby taught in Acadia, Taber, and Calgary divisions. In 1950 he returned to Calgary University and in his first year received the First Class Standing Prize and this year the Honors Prize, as well as the Scholarship.



STANLEY E. OVERBY

QUESTIONNAIRE Re Change of Name of The ATA Magazine

It has been suggested that the name of the official publication of the Alberta Teachers' Association be changed. It will assist the Editor and the Executive Council if you will show your preference on the following ballot and send it to the ATA office.

I prefer the following name for the official publication of the Alberta Teachers' Association (Mark 1, 2, 3, 4, 5 in order of preference):

Alberta Education Review

☐

Alberta School Journal

☐

The Alberta Teacher

☐

The ATA Magazine

☐

The Teachers' Journal

☐

Other Suggestions

Name.....

Address.....

British Lesson for Editors

Cow used to illustrate good writing

Education has its pedagogue. The United States Government its gobbledygook. The British Government its woolly language. The man appointed by the British Government to clear up British Government language is called Sir Ernest Gowers. He is the author of a book *Plain Words*. And he has a sense of humor. *How to make facts clear*

As a sample of clarity in writing which civil servants might follow, Sir Ernest offers this essay on a cow, written by a 10-year-old:

"The beast I am going to choose is the cow. The cow is a mammal. At the back it has a tail on which hangs a brush. With this it sends the

flies away so that they do not fall in the milk. The head is for the purpose of growing horns and so that the mouth can be somewhere. The horns are to butt with and the mouth is to moo with. Under the cows hangs the milk. It is arranged for milking. When people milk the milk comes. How the cow does it I have not yet realized, but it makes more and more. The cow has a fine sense of smell. One can smell it far away, this is the reason for the fresh air in the country. The cow does not eat much but what it eats it eats twice so that it gets enough. When it is hungry it moos and when its says nothing it is because its inside is all full up with grass."



Nancy Nylon says:

Here are answers to the questions you are asked about

Nylon

"Care of Nylon" . . . a booklet you'll find practical, helpful and authoritative. It gives useful information on how to take care of nylon, how to wash, iron, remove stains and how to store.

"Nylon, a fascinating story" . . . very helpful as a textbook. 16 pages of charts, pictures and non-technical text, telling what this man-made fibre is, and how it is manufactured. The booklet tells also about woven and knitted nylon fabrics.

A new 16 mm. color movie, "Close-up of Nylon" . . . an interesting presentation which answers many questions about nylon . . . the why of permanent pleating, why some people find nylon hot and others find it cool and what to look for when buying nylon. As there are only a few prints of this film available be sure to get your booking in early.

Write for your **FREE** copies of these Teachers' Aids:



Nylon is becoming more and more important every year as a factor in modern living as more and more articles are made from it—from stockings and lingerie to parkas and furniture upholstery. Your pupils, therefore, will be interested in knowing about nylon—how it is changing the textile industry and introducing an era of "easy living".

NY-32-58



CANADIAN INDUSTRIES LIMITED
Manufacturers of Nylon Filament Yarns
and Staple Fibre

Nylon Merchandising Service,
Canadian Industries Limited,
1135 Beaver Hall Hill, Montreal, Que.

Please send me the items checked below:

"Care of Nylon" ☐
"Nylon, a fascinating story" ☐
Color film "Close-up of Nylon". Booking date
desired: 1st choice.....
2nd choice.....

Name.....
Address.....
School.....
City.....
Position.....



our library.

Mathematics in Practice—

By Brown, Bridge, and Morrison, 329 pages, \$2.50, *The Macmillan Company of Canada*.

This text, written by instructors in Toronto technical schools, was intended for the use of their students at the Grade IX level. The content, however, is such that the book would provide a good general background in mathematics for all students in a comparable grade.

The material consists of a review of the fundamental operations of arithmetic, a thorough treatment of common and decimal fractions and percentage, an introduction to algebraic concepts, and, as might be expected from such authors, a particularly good discussion of the topic of mensuration. This last-mentioned section deals with linear and angular measurement, areas and volumes, and the units of both the English and metric systems.

Throughout the text there are numerous diagrams and illustrations, suitable examples, practical problems within the experience of the student, and sets of graded exercises for practice material. Answers are provided for the exercises of each chapter and for a series of sixteen "additional" exercises. Teachers using the text will be pleased to find also, in the final chapter, fifteen "tests" for which no answers are given.

Basic Science—

By Barnard and Edwards, *The Macmillan Company of Canada*.

Science can and should be used to

improve everyday living. The authors of *Basic Science* have written their book to show students how and why this is so.

The book is organized in 13 units with 80 problems posed and discussed in such a way that it leads the student to examine the world around him and to see what adjustments and adaptations he must make in himself or his environment to improve living conditions.

Basic Science deals with problems familiar to the student rather than academic problems. It develops the important science concepts needed by the student. More biology is included than is found in most general science textbooks.

The illustrations have great eye-appeal and point up the concepts developed in the text. A careful distinction is made between controlled experiments and other activities for which materials and science equipment are used. The student is encouraged in each experiment to understand what is being tested or answered by the experiment, to determine the controls, and to recognize assumptions underlying acceptance of his conclusions.

Tests at the end of each chapter measure understanding of generalizations developed and unit-end tests measure ability to use the scientific method, the possession of scientific attitudes, and skill in applying the generalizations to situations encountered in everyday living.

Through a study of this text students should come to understand

Long Winter Evenings lie ahead

If You Like Books WE HAVE THEM

Try Our PACKAGE plan . . .

We include in one parcel:

- A light reading book
- A book of general interest
- A book for professional study

WE PAY POSTAGE BOTH WAYS

WRITE TO LIBRARY DEPARTMENT, ALBERTA TEACHERS'
ASSOCIATION,
BARNETT HOUSE,
9929 - 103 Street, Edmonton

science as a dynamic process rather than as a static body of subject matter to be learned. This volume would make a good companion for the new one in "Physical Science 10" which is being introduced into our Alberta schools this fall.

Using Our Language—

By J. M. Paton et al, 255 pages, \$1.35, *J. M. Dent and Sons*.

This is a book on oral and written expression and on language and grammar which follows the functional method of introducing grammatical concepts. The emphasis is on the discovery of rules and principles by the pupils themselves wherever possible. 'Self-criticism by the student

is constantly stressed. Checking and correcting by the writer of his first draft of a paragraph or theme is made a definite exercise in each case. To aid in this task, check lists are provided, and these expand as progressive skills are taught. An attempt has been made to provide a purpose and an incentive for each oral and written assignment.

Supplementary activities are placed at the end of each chapter and are designed, in the main, for the better language students who may not find sufficient challenge in some of the regular chapter units.

This book should be a valuable addition to the library of any junior high school room.

Teachers' Pensions

(Continued from Page 11)

The Workshop was also in favour of having prepared a pictorial booklet on pensions, which would contain a simplified summary of the Act and Regulations. The present regulations are complicated and difficult to read and it is felt that such a booklet would be of great help to many teachers endeavouring to understand the retirement plan.

Finally, it was resolved that a ballot should be taken of all the teachers this fall authorizing the Executive to take immediate action to strengthen the Pension Fund. Such a ballot would be taken at the Fall Conventions where possible.

Time is of the Essence

The wholehearted support of all teachers to the Executive in its difficult task of making changes in the Plan will be invaluable. The difficulties which the teachers' plan now faces have been foreseen for more than two years and as we have mentioned above, the position becomes

more difficult with each year that passes. In your own interests and to safeguard your own pensions and other benefits, each of you should give the fullest support to the Executive in its efforts to place the pension fund on a stable basis with a minimum of delay. The time for action is now.

The Workshop was greatly assisted by the presence of Alan Pierce, William M. Mercer, and Catherine E. Berry who unravelled many difficult questions and gave us the benefit of their wide experience. I should also like to thank most sincerely the delegates, who gave concentrated attention to the issues and who made many valuable comments and suggestions. A keen awareness was shown of the problems of the Teachers' Retirement Fund. It was impressive to see the firm determination to deal with these problems on a realistic basis and not indulge in wishful thinking that the Government might suddenly solve all the problems by waving its magic wand.

EMPRESS and CARLTON

Calgary's Two Popular Priced Hotels
CONVENIENT COMFORTABLE

For Reservations Phone:

Empress 21141

Carlton 24651

R. L. M. HART AGENCIES

Provincial Managers for
Mutual Benefit Health and Accident Association

Can advise you on how to protect your income when disabled by accident or sickness
Telephone 42135

10150 - 102 Street, Edmonton, Alberta

"The most important art contribution for many years"
... says Janus,

of REEVES' TEMPERABLOCK

in *Teacher's World*, April 23rd, 1952



Easy to use!

- * comes in solid colours, in tins.
- * almost at the touch of a wet brush they provide brilliant colours.
- * range of 26 brilliant colours.
- * blocks wash clean at once and quickly dry again.
- * no mixing palette required.
- * lids of containers can be used for mixing colours.
- * trays are available to hold 4 or 8 colours.
- * invaluable in the art class.
- * just as simple and effective in the hands of the child as in those of the master.

Economical!

- * goes at least three times further than the equivalent value in regular liquid or powder form.
- * saves time—no delays.
- * clean to handle—no mess.
- * compact—easy to store.
- * no deterioration, even if lid is left off.
- * will keep indefinitely—no odor.

"Reeves' Temperablock" colours possess the flow and broad covering qualities combined with the density and opaqueness of the Powder Colours. They have all the advantages of powder colours without their disadvantages.

Teachers are invited to write for descriptive illustrated pamphlet and details of special INTRODUCTORY TRIAL OFFER.

REEVES AND SONS (CANADA) LTD.

496 Gilbert Avenue

Toronto 10, Ontario

You Can Learn to Write

(Continued from Page 12)

er" or transitional sentence is sometimes inserted between incidents. Finally, as Mr. Brier explained, comes the "clincher" which ties the end of the article to its beginning without just saying, "That's all, folks!"

Now, for a title! This is not nearly so simple a matter as the uninitiated in the class expected. A title is built. It may have rhythm and alliteration. It must be exact and accurate without being just a label. You must consider the publisher as well as the readers when making a title, since there are styles and preferences here as with clothes.

At this point the publisher came in for a good deal of attention. He is the one for whom the final copy of an article is made. The publisher is interested in such tools as paper, type, margins, and manuscript parcels.

Speaking of wrapping up the finished product is premature. However, by the middle of the week the group was ready to try to put all this newly-acquired knowledge into practice. Then the truth of another of the consultant's statements was demonstrated. Knowledge, tools, and even enthusiasm are not enough. They must be accompanied by determination and—sad to relate—a flair for

writing. Hence the nearly blank sheets at 9:30 on Wednesday morning.

By Thursday morning the throes of composition appeared a little less agonizing. Topics of general interest to teachers are not difficult to find. School fairs, transportation problems, group dynamics, the teaching of citizenship, more books for better readers—the average teacher has an opinion about each of these and wants to hear what others have to say. Then, too, there was the feeling that the whole Banff School of Fine Arts was interested in the Writing Course. Following a request to borrow five typewriters, three workmen deposited sixteen machines on the floor of the room, nearly crowding out the class. By Thursday afternoon the group sounded like the press room of a flourishing newspaper.

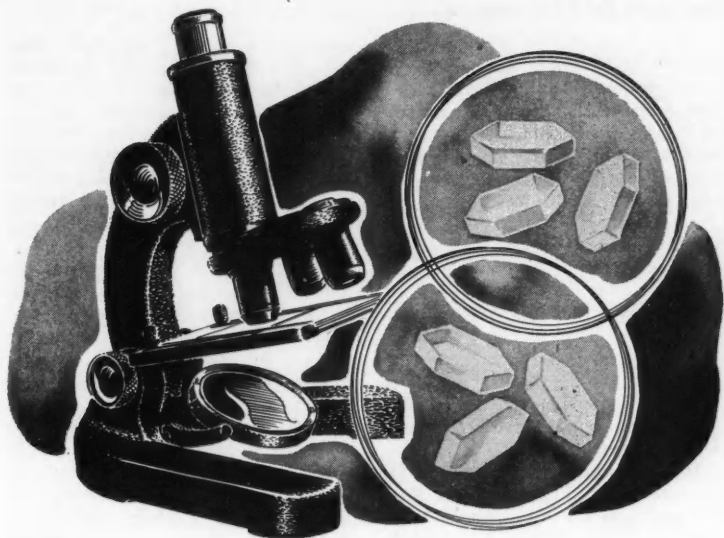
Every member of the class agreed that it was a good week. It was hoped that the ATA will derive some benefit from the work done. Writers, whether actual or potential, received enjoyment as well as instruction through Mr. Brier's own writing experience. Teachers of English felt that they gained much that will be helpful in their work. May there continue to be a writing course at the Workshop and may many teachers be able to attend!

Collective Bargaining

(Continued from Page 21)

officials of the Department of Industries and Labour, and the Alberta Teachers' Association meet and devise a more expeditious system of bargaining patterned on modern industry. Perhaps, who knows, but

future school boards may know what they are offering, and teachers know what they are receiving, by the time July comes around! Even more important, I may be able to continue, uninterrupted, my summer fishing.



What is finer than SUGAR?

Some people believe that sugar granulation is determined by the plant from which it is derived. Thus, you hear it said that "cane sugar" is finer than "beet sugar", or that such-and-such a make of sugar is "too coarse". The fact is, since all sugars start the refining process as liquids, the size of granulation is a con-

trollable part of manufacturing. You can buy Alberta Sugar in size of crystals ranging from the powder-like berry sugar, to the very coarse granulations. When we say of Alberta Sugar—"no finer sugar has ever been made"—we are speaking only of quality, which is consistently unsurpassed.

FREE!

"ENERGY FOR BREAKFAST" — a story written for school-age children telling how sugar is grown and refined in Western Canada. Write, stating number of copies required, to:

Canadian Sugar Factories Ltd.
RAYMOND, ALTA.

**NO FINER SUGAR HAS EVER
BEEN MADE**



"LOOK FOR THE MAPLE LEAF"

The Public Relations Attitude

(Continued from Page 19)

Every state teachers' organization in the States has its public relations people—every teacher group has its public relations committee. Their task is to find out and pass along to others the methods by which school people can make friends for the schools. Their motto is—"Do a good job of teaching and of administration, and then get the proper credit for it." Business does not wait for some outsider to blow its horn. Schools are business firms, too, in many ways. We take the raw material wherever we find it, we give the material individual attention and loving care, and we, like the businessman, deserve credit for a job well done.

It seems significant that two of the sections in the PR division at Banff recommended that the Alberta Teachers' Association establish a division for public relations and that a suitable amount of money be provided to make a start along these lines. A provincial office of education can supply leadership along the lines of better school and community relations. This central office, in promoting the well being of the membership of the Association,

can make a study of the public relations practices which successful school systems are now enjoying and can modify these practices so that they may be usable in the local community. The job of this service bureau would be to furnish skilled guidance and practical assistance in planning public relations programs at the local level.

There are two recent publications which teachers and administrators interested in public relations should read carefully. One is *It Starts in the Classroom* published by National School Public Relations Association, a department of the National Education Association, Washington, D.C., at 50 cents a copy. The other is *The Superintendent, the Board and the Press*, published by the American Association of School Administrators, a department of the National Education Association, Washington, D.C., at 25 cents.

But more important than reading about public relations in a book is this final thought—begin to *think* in terms of public relations and work toward developing the public relations attitude.

"One of our big jobs as teachers is to learn to use the new media of mass communication. Textbooks and classroom precepts now have serious competition," president Corma A. Mowrey told the National Education Association in San Francisco. "Everything taught in school is in constant danger of being turned awry by the movies, radio, television and printing presses.

"True, these new agencies can often help in our work. There can be no doubt, however, that these agencies can also do damage on a vast scale. The medical profession would be thought very negligent if it should display half-hearted interest in a powerful and useful new drug. Likewise, education cannot continue as though the camera, vacuum tube, and comic book had never been invented."

—The Phi Delta Kappan.

IT'S FUN TO WRITE

THE NEW CURSIVE WRITING PRACTICE BOOK

by A. D. Thomson, Assistant Superintendent of Schools,
Winnipeg, Manitoba

Children learn to write by writing, but they learn more readily by seeing how it is done. IT'S FUN TO WRITE presents detailed suggestions for teachers and gives examples of each step in the development of handwriting skill. A practice page is provided for each lesson.

IT'S FUN TO WRITE may be introduced whenever cursive writing is begun and continued through the second year. It has been classroom tested and therefore can promise excellent results in classrooms everywhere.

List Price 65¢

The Macmillan Company of Canada Limited

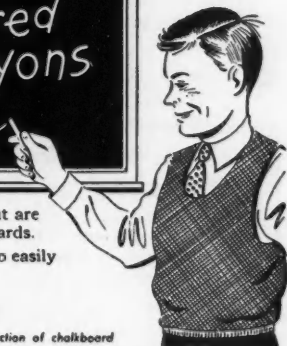
70 Bond Street

Toronto

We use AMACO
Justrite coloured
chalkboard crayons
because

- 1 they're good on any type of chalkboard, but are especially suitable for use on "Litesite" Boards.
- 2 they write so smoothly, last so long, erase so easily
- 3 they can be used equally well on paper
- 4 there are 12 beautiful colours in every box

• Remember, too, that Moyer offers the widest selection of chalkboard erasers and drawing instruments. Full details in the Moyer Catalogue.



MOYER

Everything for the school since 1884

SCHOOL SUPPLIES LIMITED

10262 - 107 Street, Edmonton, Alta.

MONCTON • MONTREAL • TORONTO • WINNIPEG • SASKATOON • EDMONTON

Helping Individuals Become Better Group Members

(Continued from Page 14)

group task. This kind of recognition and at the same time task focusing gives the member increased status in the group and he begins to see an alignment of friendly forces.

Maximum group productivity calls for the performance of a variety of roles or functions in a group. It is important for those with leadership responsibility to be able to perceive when summarization, clarification, reality testing and such functions are needed and to help the group understand how they contribute to group efficiency. When a member becomes aware of the variety of role functions he can play and is given opportunity to perform them appropriately, he gains satisfaction from membership as well as the group's performance.

When a leader helps a group make explicit its standards and procedures, members can operate more surely for they know what is expected of them. For instance, the group needs to de-

velop an atmosphere which permits members to express negative as well as positive feelings. This enables members to communicate more freely with each other, to speak more frankly and to accept differences of opinions. Thus clarification is facilitated and commonalities which lead to the understanding and acceptance of decisions may be achieved.

The leader who helps the group define its task, strengthens membership functioning by helping individuals find a way to make appropriate contributions. He also facilitates the development of a climate in which all shades of opinion may be expressed. He does so because he recognizes and accepts the constructive planning potential of the group. He knows that a leader imposed plan will be recognized as such with a consequent loss of interest and security by some members and a diminishing of group cohesion.

W. J. STEEL—Florist

Specialists in Fine Flowers and their Arrangement

Store: Elks Bldg., 116 - 7th Ave. W.
CALGARY

Store Ph. M2612 Night Ph. 50803

Used Books & Magazines

Books of all kinds, single and sets.
Prices the very lowest
Geographical magazines, single and sets
Write or visit our shop
Browsers Welcome
JAFFES BOOK & MUSIC EXCHANGE
225 - 8 Ave. E., Calgary, Phone M5797

PELICAN and PENGUIN BOOKS

Largest and Most Complete Stock in Western Canada
Years's Subscription to Monthly Catalogue, 25c. Mail Orders Promptly Dispatched, we pay Half Postage.
Send for FREE October catalogue
TUCK SHOP PHARMACY

DEPT. M
#821 - 112 St. Edmonton, Alberta

ALBA REAL ESTATE LIMITED

Jack Repka - John Hannley
202 Christie Grant Bldg.
Edmonton

CAR AND HOUSEHOLD INSURANCE
OIL SHARES

Phones:
Day 44003 - 41404; Night 781569

JUST ARRIVED

The New 500 Watt Viewlex TRIPURPOSE PROJECTOR

- So Bright
- Same Easy Operation
- Superior Cooling

Apply for particulars at:

DIVISION OF VISUAL INSTRUCTION,

Department of Extension,
University of Alberta,
Edmonton, Alta.

FREE, For Your Classroom- Interesting 4-Colour Chart "THE STORY OF WHEAT"



NOW AVAILABLE — Fascinating story of Canadian wheat told concisely in colourful wall chart for classroom presentation, along with supplementary sheets for class study.

**AUTHENTIC BIRD CARDS
IN EVERY PACKAGE OF
NABISCO SHREDDED WHEAT**



New series of 28 cards, illustrated by T. M. Shortt, noted bird artist, and described by Stuart L. Thompson, well-known naturalist.

T-152A

Write to -

The Canadian Shredded Wheat Co. Ltd.
Niagara Falls, Ontario

When sending for your wall chart, state number of supplementary sheets required for your pupils.

NEWS

from OUR LOCALS



Bellevue-Hillcrest Sublocal

William Marcolin and Mary Suca were elected president and secretary-treasurer of the sublocal, succeeding Eric Price and Mary MacDougall, respectively.

Louise Warriner was elected press correspondent.

Beverly Sublocal

Following are the officers for Beverly Sublocal: president, P. B. Lawton; vice-president, Doris Haynes; secretary-treasurer, Dora Kuleba; councillor, William Nikolaichuk; salary negotiating committee, Olivena Horne, Catherine Wotherspoon, Mary Greff; library research committee, Alice McGirr, Alice Walker, Margaret Jolly, Lois Nikolaichuk; social committee, Mary Hyduk, Anne Poohkay, Olivena Horne; reporter, W. Richardson.

Busby-Picardville Sublocal

Busby-Picardville Sublocal officers are president, Eva Hunter; vice-president, Sr. Cecilia Marie; secretary-treasurer and press correspondent, Agnes O'Brien-Smith; local representative, John Shysh.

Caroline Sublocal

Last year's officers for Caroline Sublocal were re-elected with the following exceptions: Alma Vandermeer, vice-president and Brooks Gowen, councillor.

The addition of a parade on track meet day is being made this year, with cash prizes for the best display.

Rocky Mountain House Sublocal

Officers for the Rocky Mountain House Sublocal are president, R. Dressler; vice-president, P. Baker; secretary-treasurer, Dawn Brierley; program committee, A. Kurylo, P. Feschuk, C. Laing, press correspondent, Marjorie Seymour; councillor, George Braham.

Following the election of officers at the September meeting, there was a discussion of group insurance plans and H. A. Swift was guest speaker. This was followed by a presentation of information on two other group insurance plans by Ruperta Betker.

Stony Plain - Spruce Grove Sublocal

Marian Gimby, president of the Alberta Teachers' Association, was guest speaker at a banquet held in June by the members of the Stony Plain-Spruce Grove Sublocal, at which the guests were the Stony Plain School Division Superintendent G. F. Hollingshead, the secretary H. H. Wolfe, and members of the divisional board.

Speaking on "What is Wrong With Our Schools," Miss Gimby stated, "There is not too much wrong with the children—the fault must be with the parents, the teachers, or the system. We think it is terrible," she said, "that the children have no more respect for us than for their parents."

Discipline problems cause many teachers to leave the profession. "There is no teacher shortage—only a shortage of teachers in the classrooms." Out of every eight teachers

Helping children to healthful living . . .

The Health and Personal Development Program

It teaches health from the point of view of physical, mental, and social well-being.

It uses a method of discovery and discussion that brings the youngsters in as active learners.

It is based on the needs and characteristics of each age group.

It provides help for the teacher in understanding children and working with parents.

HAPPY DAYS WITH OUR FRIENDS (Grade 1/1)	\$1.20
GOOD TIMES WITH OUR FRIENDS (Grade 1/2)	1.25
THREE FRIENDS (Grade 2)	1.40
FIVE IN THE FAMILY (Grade 3)	1.45
THE GIRL NEXT DOOR (Grade 4)	1.65
YOU (Grade 5)	1.80
YOU AND OTHERS (Grade 6)	1.85
YOU'RE GROWING UP (Grade 7)	2.00
INTO YOUR TEENS (Grade 8)	2.00

Separate Teacher's Guidebooks are now available for each book.

Order from your Textbook Bureau

W. J. GAGE AND COMPANY LIMITED

82 Spadina Avenue

Toronto 2B, Ontario

Source Books and Workbooks in
Grades 5 and 6 — Social and
Science and in 7, 8 and 9—
Social and Science.

Also other useful material

◆
**Western Canada
Institute Limited**

1502 11th Street West
Calgary, Alta.

Our complete 1952-53 catalogue is yours for the asking.

Year Books

for
SCHOOLS
LARGE
AND
SMALL

We
Produce
All Types
of
Printing

●
**COMMERCIAL
PRINTERS LTD.**

EDMONTON

trained, only one remains to continue the occupation as a lifetime vocation. Inadequate salaries, crowded class rooms, lure of less lonely positions, and marriage cause the shortage.

One of the major reasons behind all this is that society and the school are running at cross purposes. The race of school building to beat the stork always seems to be a win for the bird.

"Perhaps the children have too easy a life," Miss Gimby stated. Because of their economic position in society their education is not a desirable nor immediate objective.

The curriculum should be real and flexible, and above all, should not come down from on high, Miss Gimby emphasized. "It should be more democratic."

On the subject of finances for schools the ATA president thought

that the provincial government put too much of the weight upon the local authorities.

H. H. Wolfe, who has been secretary of the school division and who leaves shortly for the USA, was presented with a gift as a token of the esteem with which he has been held by the teachers of the Stony Plain School Division.

W. Maddock, chairman of the Stony Plain School Divisional board, thanked the teachers for their cooperation and stated, "Being a trustee is not an easy job. You are caught between the two millstones—the teacher and the taxpayer. 'However,' he said, 'the board wishes to serve the students just as the teachers do, and as such, are a team.'"

Harold Anderson, president of the Stony Plain Sublocal, was chairman and aptly introduced the speakers.

A WALK-RITE

REVOLVING CHARGE ACCOUNT

Will Solve Your
Budget Problems

One visit to our Credit Office is all it takes. After that just show your account card when you shop.

Walk Rite
EDMONTON'S SMART STORE



All Craft Supplies
From One Source

Order your craft supplies the easy way. One order to Lewiscraft will bring you everything.

Next, if you open a monthly charge account for your school, you don't bother sending money each time. Simply send your order and make payment in a lump sum at the end of the month. This is a convenient feature of our services, especially when you urgently need new materials, prices for which have not yet been listed.

8 Bathurst St., Toronto

Lewiscraft
"For Handicraft its Lewiscraft"

Letters

New Library Service

To the Editor:

May I, through the letter column, call the attention of your readers to the new service now being offered on an experimental basis to our rural members? (See advertisement on page 47).

We have sent out 35 book parcels to points all over the province. Not only are these parcels prepaid, but the wrapper may be used inside out, and is labelled for prepaid return of the books.

All Alberta Teachers' Association members who are far from municipal library facilities are cordially invited to write to this department and ask to be included in this service.

Of course, if they prefer to do so, members may write for the Alberta Teachers' Association Library Catalogue, and send for books of their own choosing. In such case also the Association pays all postage.

Yours sincerely,

FRANK EDWARDS,
Chairman ATA Library Committee.

Technical Cooperation Service

September 15, 1952.

To the Editor:

As you no doubt know, it is one of the principal functions of the Technical Cooperation Service of this Department to locate and assist in employing well qualified professional and technical personnel in Canada to fill many posts abroad under the auspices of the various United Nations Agencies.

In the field of technical and vocational guidance the need for assistance is especially imperative. The United Nations furnish us from time to time with extensive lists of posts in the various educational fields from which they would like us to find in-

S. ALWYN BARTLETT

George A. Bartlett OPTOMETRISTS

116 - 8th Ave. East, Upstairs
CALGARY, ALBERTA
Phone 22684

J. WILLSON STATIONERY

COMPANY - LIMITED

Your Complete School
Supply Headquarters

A Good Supply of Texts is kept
at all times and mail orders will
be shipped out the same day
they are received.

Edmonton, Alberta



H. R. Eedale - E. M. Duggan

D.M. Duggan Investments

Limited

Stocks, Bonds and Real Estate
Empire Building, Edmonton
Phone 22745 - 23645

cumbents from among the many Canadians who have been fortunate enough to have been able to take advantage of the generous educational facilities of this country.

At present we have a large number of positions to be filled abroad under the auspices of the United Nations Educational, Scientific, and Cultural Organization. I am enclosing a list of the vacancies at present available under this particular agency.

Some of the benefits which accrue to officers engaging under contract for a specific period of time are outlined on the first sheet, but should you wish further details I shall be glad to attempt to furnish them.

We are at present, as well, endeavouring to find occupants for several senior positions in Korea under the United Nations Civil Assistance Command in that country. I am enclosing job descriptions for these.

The position CAC/12/4 as Advisor to the Minister of Education, Republic of Korea Government carries a salary range of from \$8,800 to \$11,000 net. The other positions for Education Specialists, jobs CAC/10/99 and CAC/8/115 through CAC/8/124 carry the salary range from \$7,300 to \$9,500 net.

In each instance this salary is augmented by an additional allowance of \$1,800 by way of inducement and a further \$200 for each dependent. Six percent of net salary is deducted, and this, plus a nine percent contribution from the agency is returned in a lump sum to the officer at the conclusion of his appointment.

Each officer going to Korea is provided with transportation to Japan for his dependents. If he wished to take his household goods, removal costs will be paid, or in lieu, he will be given a furniture allowance.

There is provision for paid passage leave home from Korea for the officer and his family each year.

Each man accepting employment is offered a contract covering his term of tenure and is, as well, during this time, protected under a staff compensation plan and a medical staff plan.

Much emphasis has already been placed on the training in Canada of people from abroad who have been elected to do a tour of training here; at the present time equal emphasis is being placed on the recruitment of highly qualified professional people to go abroad under the auspices of the numerous United Nations Agencies such as UNESCO, UNKRA



"My favorite subject is recess!"

—Education Communications Service

and UNCACK. (The latter two abbreviations stand for the United Nations Korean Rehabilitation Agency and the United Nations Civil Assistance Command in Korea).

I write to you in the hope that, by virtue of your position, you will have knowledge of people who are not only well qualified but might be anxious to go abroad for a certain time to engage in educational work.

If you are able to provide the names of people it will be very helpful to us in our work or recruitment, and we shall then be in a position to approach them with a proposal of employment.

People across Canada, who occupy positions such as yours, in the field of education, are of very great assistance to us in our attempt to find suitable candidates. You will appreciate I know, as readily as we in this work do, that the officers whom we send abroad are in a very real sense the representatives of Canada among the indigenous people of the countries where they serve.

We are most anxious, therefore, to feel free to avail ourselves of your assistance and if among these positions there are some for which you feel you could advance the names of likely candidates, we shall be much obliged to you for your cooperation.

Yours very truly,

J. A. MACDONALD,
Technical Cooperation Service.
Department of Trade and Commerce.

Editor's Note: The list includes positions in Burma, El Salvador, Liberia, Philippines, Ceylon, Chile, Iraq, Formosa, Afghanistan, Pakistan, Ecuador, Thailand, Yugoslavia, Guatemala, Libya, Syria, Korea, and India.

Section 166A, The School Act

To the Editor:

Apropos of your editorial in the June issue of the Magazine entitled *When You Are Sixty-Five*. I should

Patriquin, Duncan, McClary, McClary & Company

CHARTERED ACCOUNTANTS

10130 - 101 Street, Edmonton

Telephone 27188

—South Edmonton Office—

10444 Whyte Ave.

Telephone 390853

FIELD, HYNDMAN, FIELD
and OWEN

Barristers and Solicitors

Solicitors for the Alberta Teachers'
Association

316 McLeod Bldg. Phone 29461
Edmonton, Alberta

BUTCHART & HOWE

Optometrists

Second Floor East

Woodward Stores (Edmonton)
Ltd.

NEW AND REBUILT TYPEWRITERS
AND ADDING MACHINES—
ALL MAKES

Repairs for all makes of machines

FRED JENKINS

Smith-Corona Dealer

10145 - 103 St. Phone 21337

MUSIC FOR ALL AND ALL OCCASIONS

All school Musical Requirements
Victor Records, Rhythm Band
Instruments and Music

FISHER'S MUSIC SUPPLY

130 - 8th Ave. West CALGARY
(8 doors East Bank of Montreal)

Consult us ...

IN REGARD TO YOUR ...
PHOTOGRAPHIC & ENGRAVING NEEDS
FOR YOUR SCHOOL YEAR BOOK.

M'DERMID STUDIOS LTD.

10024-101 ST. EDMONTON

appreciate the opportunity of giving to your readers the following information from the point of view of the Department.

When the section in question was reviewed, i.e., 166a, it seemed apparent that the intention of it was that a teacher should finish out the teaching of a school year which he had begun even though he had become sixty-five years of age. Technically, however, as the section read, he was able, if his birthday fell in July or August, to teach the whole of a further school year after becoming sixty-five. This appeared inconsistent with the seeming intent of the section and with the By-laws of the Board of Administrators of *The Teachers' Retirement Fund Act* since in effect the retirement age of such teachers became sixty-six and not sixty-five.

The argument that in a time of teacher shortage the former arrangement was justified could be equally well applied to still longer exten-

sions of time or removal of the retirement age entirely. If there is to be a compulsory retirement age the new section is much more logical than the old. In any event any school board wishing to do so may retain or engage a teacher who has reached age sixty-five.

With respect to the suggestion that certificates may be cancelled at age sixty-five assurance is hereby given that this is not under consideration by the Department. Because of some unfortunate cases in which teachers beyond age sixty-five persisted in teaching, who ought not teach, ways and means of coping with the situation were discussed at the Board of Teacher Education and such cancellation was suggested as a possible solution. It was not supported by the Board and is not before the Department or Minister.

Yours very truly,

W. H. SWIFT,
Deputy Minister,
Department of Education.





Secretary's Diary

September 22, 1952

Teacher Shortage

Alberta is short 300 teachers, which is approximately 100 more than last year. Edmonton engaged 132 new teachers, Calgary 126, Lethbridge 21, Medicine Hat 20 teachers. Some school divisions have reported a turnover of more than 50 percent. Few businesses could carry on with a turnover of over 50 percent of their employees year after year, to say nothing of a shortage amounting to 20 percent in some divisions. The enrollment in the Faculty of Education is down again for the third successive year. In September, 1953, the shortage of teachers may be worse in Alberta than it has ever been before.

Committee Meetings

The Library Committee met on September 11 and the Finance Committee and a Special Committee, to prepare a follow-up questionnaire about the Banff Workshop, met on September 12. Questionnaires will be sent to all locals and to all of the teachers who have attended the ATA Workshops at Banff from 1949 to 1952 inclusive.

Executive Meeting, September 13

Six electoral ballots were considered by the Executive Council and recommendations were made with respect to each. A report will be given to the teachers at the fall conventions.

The Executive instructed the secretary to investigate and report on the advantages of a credit union for teachers. The Manitoba Teachers' Society has had a credit union for several years, the British Columbia Teachers' Federation for one year.

CEA Convention, Toronto, September 16 to 19

The president and secretary attended this convention, which was one of the best conventions, to date. Dr. M. E. LaZerte, past president of the Canadian Education Association and also past president of the Alberta Teachers' Association, was awarded life membership in the Canadian Education Association.

The matter of teacher participation in curriculum making was

discussed in detail by the curriculum committee of the CEA. It was apparent, from statements made, that a majority of the committee, representing the departments of education, trustees, home and school groups, and teachers' organizations, were in favour of giving teachers complete responsibility in curriculum making. Several teachers, officials of some departments, and several trustees also said that the public should be kept informed of curriculum developments and that interested groups should be given an opportunity to present their opinions about curriculum content at the general policy level. It was also apparent at the meeting of the curriculum committee that Alberta has one of the most rigidly controlled and centralized systems of curriculum making in Canada.

Mr. George Flower, program director, CEA-Kellogg Project, gave a report on the research project of the study of improved supervision in the public schools of Canada. When a national committee is established, it is expected that the Canadian Teachers' Federation will have representation on the committee. When provincial committees are established, it is hoped that the provincial teachers' organizations will be asked to name representatives to the committees. It was of special interest to Albertans that Mr. Flower's assistant is Dr. R. S. MacArthur, who completed his Ph.D. at London University and is a graduate of Alberta university in education. He taught in schools in the Westlock Division and at Trochu.

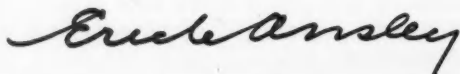
The committee on teacher training reported that there is a trend in Canada towards placing all teacher training under the university as it is in Alberta.

Fall Convention

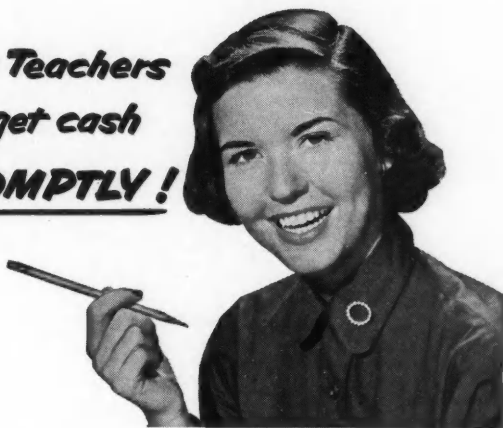
The first convention this year was at Fairview September 22 and was followed by conventions in Grande Prairie and Falher. Dr. C. E. Phillips of the University of Toronto was the ATA guest speaker and F. J. C. Seymour, assistant general secretary, represented the Association.

The ATA Magazine

What do you think of the new cover on *The ATA Magazine* and the new contents page? The editor will be pleased to receive your comments and to have you record your preference on page 44 for the name of the Magazine.



How Teachers can get cash PROMPTLY!



Our many, many years serving teachers have taught us that you don't borrow unwisely. That's why we offer you every convenience in obtaining money you need.

If you could use extra cash right now, why not get in touch with *Personal*?

Three Types of Service

You can get a cash loan on any of these three time-saving bases:

1. Phone us first—so that the transaction can be completed in a single visit to the office.
2. Write and everything can be handled by mail—including payments.
3. Or just come in and identify yourself as a teacher. Everything will be done to expedite your request.

It's a Pleasure to Say "Yes" to Teachers!

Because of their proved reliability, teachers can get a cash loan on their own.

If a cash loan is the logical solution to your problem, don't hesitate. Phone . . . write . . . or come in. Loans made in conformance with Consumer Credit Regulations.



This company is part of a nationwide system of small loan companies—subsidiaries of Beneficial Loan Corporation—identified by the symbol above.

This national network of affiliated companies extends from coast to coast. It offers you the advantages of extensive resources plus the friendliness of local operation.

The philosophy of the more than 60 offices that form this system is: "A loan is beneficial only if it serves the best interests of the person who seeks it."

Look for this symbol—and be sure your loan is BENEFICIAL.

Loans \$50 to \$1200 on Signature, Furniture or Auto

Personal FINANCE CO. 3 convenient Edmonton offices

2nd Fl., 10412 JASPER AVE. Phone: 25277
2nd Fl., 10444 82nd AVE. (WHYTE AVE.) Phone: 35858
2nd Fl., NORTHGATE BLDG., 10049 JASPER AVE. Phone: 21181
CALGARY: 2nd Fl., 231 EIGHTH AVE. W. Phone: 65565, 65886

Loans made to residents of all surrounding towns • Personal Finance Company of Canada

BEST BUYS *in Fall Travel* via **GREYHOUND**



Fall is best of all for enjoyable travelling!
So get away from it all NOW, via
Greyhound! See the countryside in its
brilliant autumn dress, on a relaxing
Greyhound vacation.

Low Round-Trip Fares from Edmonton to

VANCOUVER -----	\$39.90	GREAT FALLS -----	\$24.95
LOS ANGELES -----	71.30	WINNIPEG -----	40.25

Low Round-Trip Fares from Calgary to

SAN FRANCISCO -----	\$53.55	TORONTO -----	76.60
PORTLAND -----	35.20	NEW YORK -----	91.65

Greyhound's free V.P.S. arranges Itinerary,
Sightseeing Tours, Hotel Accommodation. For
full details and colored travel folders see your
Local Greyhound Agent or write Greyhound
Travel Bureau, CALGARY, Alberta.



GREYHOUND

"The FRIENDLY way to travel."

